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*The Office of Education,
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SCHOOL LIFE



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Congress, in 1867, established the Office of Education to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories"; to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems"; and "otherwise promote the cause of education throughout the country." To diffuse expeditiously information and facts collected, the Office of Education publishes SCHOOL LIFE, a monthly service, October through July. SCHOOL LIFE provides a national perspective of education in the United States.

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EDITORIAL



SCHOOL LIFE

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FEBRUARY 1939

On This Month's Cover

The interesting picture on this month's cover of SCHOOL LIFE was contributed by George A. McGarvey of the Vocational Division. Mr. McGarvey photographed this view at the Cranbrook School of Art.

See Radio Calendar

The back cover page of this issue carries the Office of Education Radio Calendar for the month of February. The Office has three weekly programs on the air. As you listen to them, remember that the Office of Education would greatly appreciate any comments you may wish to send.

Among the Authors

IN THIS ISSUE, Commissioner J. W. STUDEBAKER discusses the *Land-Grant College as a Research Agency*. The Commissioner emphasizes that he believes "the most important pioneering job before colleges and universities today is the scientific evaluation of their own educational materials and practices." He asks some vital questions for consideration.

An Open Mind

THE MOST IMPORTANT THING the teachers of America can do is create and keep alive *an open mind*. They convey information and they help to discipline the mind, of course. But a well-stocked and disciplined mind which fails to ask questions, a mind which accepts too much without proof, is not the kind of mind on which a democracy thrives.

In teaching science, for example, we especially have the opportunity to establish methods of accurate thinking. We make experiments, and just as our student arrives at a dogmatic result, we remind him that the experiment has to be controlled, the result verified. He learns, in practice, not only the discipline of science, but its caution. The native dogmatism of the human being has to be broken down. The science course is an aid in doing this effectively.

In democratic countries this is important because the right to differ—and the duty to find out—are both essential to the life of a free community. Naturally we stress the first—the right to differ. But the long lesson of science is that we have not the right to differ out of waywardness or perversity; we have the right to differ only if we are willing to make the mental effort to discover whether or not our difference is based on fact.

The obligation to think is being forced on us by events. The teachers of the country actually prepare for the defense of democracy when they teach pupils how to think.

Some people have had the idea that democracy is something invented in 1776 or thereabouts, handed down to us in full perfection, with little left for us to do. Actually freedom and democracy are created by ourselves in our daily lives. When freedom stops growing it begins to fail. And above all, this is true of freedom of the mind.

In a democracy, the rough and ready symbol of the dignity of every human being lies in giving him a vote and voice in government. Behind this lies the assumption that the individual citizen exercises his judgment, knows how to examine assertions, how to balance arguments, how to check the answers, prove the demonstrations, and arrive at the best result in the end. The assumption is a broad one, but it is the one any democracy has to make. Because the only way to make people fit to live in a democracy is to assume that they are fit. Free people learn to be free by working at it.

J. W. Studebaker

Commissioner of Education.

HELEN K. MACKINTOSH, specialist in elementary education of the Office of Education, in an article entitled, *An Adventure or a Job?* asserts that "teaching may be merely a job, or it may be an adventure, depending upon the attitude of actual teaching experience."

MARY DABNEY DAVIS, specialist in nursery-kindergarten-primary education, discusses *Teaching Aids for Teachers*. Dr. Davis

presents two useful tables listing teaching aids available from Government agencies, and teaching aids available from professional and noncommercial organizations.

W. A. Ross, specialist in agricultural education, gives a story of the recent Future Farmers of America convention, held in Kansas City, where more than 6,400, future farmers for the most part, attended the eleventh annual convention.

Convention Calendar

AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS. Cleveland, Ohio, February 25-March 2.

AMERICAN ASSOCIATION OF TECHNICAL HIGH SCHOOLS AND INSTITUTES. Cleveland, Ohio, February 27-March 1.

AMERICAN EDUCATIONAL RESEARCH ASSOCIATION. Cleveland, Ohio, February 25-March 2.

AMERICAN INSTITUTE OF ELECTRICAL ENGINEERS. New York, N. Y., January 23-27.

AMERICAN MEDICAL ASSOCIATION. Chicago, Ill., February 13 and 14.

NATIONAL ADVISORY COUNCIL ON SCHOOL BUILDING PROBLEMS. Cleveland, Ohio, February 25.

NATIONAL ASSOCIATION FOR RESEARCH IN SCIENCE TEACHING. Cleveland, Ohio, February 26-28.

NATIONAL ASSOCIATION FOR THE STUDY OF THE PLATOON OR WORK-STUDY-PLAY SCHOOL ORGANIZATION. Cleveland, Ohio, February 25-March 2.

NATIONAL ASSOCIATION OF HIGH-SCHOOL SUPERVISORS AND DIRECTORS. Cleveland, Ohio, February 28.

NATIONAL COUNCIL OF TEACHERS OF MATHEMATICS. Cleveland, Ohio, February 24 and 25.

NATIONAL SOCIETY OF COLLEGE TEACHERS OF EDUCATION. Cleveland, Ohio, February 25-March 1.

NATIONAL VOCATIONAL GUIDANCE ASSOCIATION. Cleveland, Ohio, February 25-March 2.

National Council Officials

The newly elected officers of the National Council of Chief State School Officers for the coming year, are as follows: H. E. Hendrix, Arizona, executive committee chairman; M. D. Collins, Georgia, vice chairman; Mrs. Inez J. Lewis, Colorado, secretary; and Colin English, Florida; Sidney B. Hall, Virginia; Bertram E. Packard, Maine; Walter F. Dexter, California; Floyd I. McMurray, Indiana; and L. A. Woods, Texas; executive committee members.



PUBLICATIONS

Below are two publications which may be of particular interest to readers of this article on *The School Custodian*:

ROGERS, JAMES FREDERICK, M. D. *The School Custodian. Bulletin*, 1938, No. 2. (10 cents.) United States Department of the Interior, Office of Education, Washington, D. C.

ROGERS, JAMES FREDERICK, M. D. *Safety and Sanitation in Institutions of Higher Education. Pamphlet No. 84.* (10 cents.) United States Department of the Interior, Office of Education, Washington, D. C.

The School Custodian

by James Frederick Rogers, M. D., Consultant in Hygiene



★★★ It is a long step from the teacher building the fires and sweeping the floors of his school to the janitor-engineer scanning the fuel and pressure gages of his complicated heating and ventilating outfit, manipulating electric switches, managing the vacuum cleaner, and scouring the complex contrivances for sanitation in a modern house of learning.

There were advantages, though not for the teacher, in the more primitive situation, but we are not going back to it; and the technical knowledge and multiple responsibilities of the janitor-engineer, or custodian as he more meaningfully should be called, have come into existence so suddenly that we do not appreciate what an important position he holds. In the earlier stages of his evolution anyone who could swing a shovel and push a broom was considered abundantly eligible to be a school janitor, provided, of course, that he was not too demanding in the way of wages, and there are many school boards and executive officials who still think they can "pick up" a janitor at any time if one is wanted. But can they find, on short notice, or for that matter, on long notice, a man who is schooled and skilled in the economic and hygienic management of modern complicated heating and ventilating plants, who knows enough of electrical engineering to prevent excessive bills for lighting, who knows how to make lavatories an object lesson in cleanliness without resort to the deception of deodorants, and who at all times is such an efficient housekeeper that there is no possibility of fires or explosions or other unfortunate, expensive, and unnecessary accidents? Moreover, is he, as a man, an example for students? More than one school sanitarian has pronounced the janitor as important as the principal and yet we expect the principal to be well prepared and worthy of his job. We cannot go out and "pick up" a good principal any day of the year. Prepared custodians are far less common.

Training Courses

The school systems of our larger cities have for some time realized the importance of employing trained men and women as caretakers and a considerable and increasing number have set up training courses for those in service. In a few States, especially in the West, training centers have been developed through boards for vocational education. In North Carolina the State School Commission has set up summer training schools to which janitors, both white and colored, are sent from any school in the State. The cost of the

schooling is considered to be more than saved to the State by subsequent economy in the use of coal and in electricity alone. But besides saving in funds there is a decided gain in sanitary service and in safety.

Study Published

The Office of Education has recently published a study concerning the selection, supervision, and training of custodians, the first general survey in the field since 1922. In that year less than 7 percent of all cities required their janitors to pass a civil-service examination or a physical examination. At present that figure could be multiplied by three. In 1922 only 5 school systems in a hundred made any attempt at training their janitors, while in 1937 formal schooling was given in as many cities, while 10 times as many reported some instruction. In 1922 only two centers for professional preparation were in existence. In 1937 courses were offered at 5 colleges or universities and, through State or local boards of vocational education, in 69 centers in 12 States.

There can be no doubt that the custodian of the future will be a much better technician and it is to be hoped also that he will be of a superior caliber from other points of view and generally worthy of the important position which he holds or should hold in the realm of education.

College Caretaker

From the standpoint of personality, the caretaker of the college may be of less importance than the custodian of the public school but his technical equipment is of just as much moment, and yet at the present time, the institutions of higher education seem to take the matter of safety and sanitation (which center in the janitor) with even less seriousness than the lower schools. Very few of them train their janitors and only 3 percent report that they furnish them with any printed instructions concerning their work. Like many public schools they seem to take it for granted that custodians are born with a knowledge of school sanitation and a fully developed sense of provision for safety and for the preservation of property together with technical skill in the management of the complicated machinery of a modern school plant. Unfortunately this is asking too much of natural inheritance, and educational institutions that have such ideas belong in the broom and shovel stage of custodial development.

The First State Normal School

by Benjamin W. Frazier, Senior Specialist in Teacher Training

★★★ A few months short of a century ago, Cyrus Peirce, a Massachusetts schoolmaster, wrote exactly as follows in his diary:

LEXINGTON, July 3d, 1839.

This Day the Normal School, the first in the Country, commenced.

Three Pupils Misses Hawkins, Smith & Damon were examined by the Board of Visitors . . . & admitted —

July 8 Monday School opened this day with 3 pupils . . . one Miss Rolph added during the day. Exercises Conversation—Grammar & Arithmetic. Three of the scholars promise well.

Such was the unpretentious opening of the first State normal school in America at Lexington (now at Framingham), Mass. The movements leading to the opening of this school, however, were neither insignificant nor accidental. They had their origin in events which, beginning long before in Europe and in the Colonies, marked the early upbuilding of teaching as a profession and of the conscious concern of the State in public education.

More than two centuries before the opening of the school at Lexington the need had been expressed by at least a few, for making teaching more of a profession and less of a trade. In Germany, Martin Luther had said: "If so much be expended every year in weapons of war, roads, dams . . . why should not we expend as much for the benefit of the poor, ignorant youth, to provide them with skillful teachers? . . . If I were to leave my office as preacher, I would next choose that of schoolmaster . . ." In England, Richard Mulcaster asked in 1581: "Why should not teachers be well provided for, to continue their whole life in the school, as divines, lawyers, physicians do in the several professions?"

Early Beginnings

A century passed after Mulcaster's time before significant provisions of the nature he advocated were made. Abbe Jean Baptiste de la Salle opened his "Seminary for Schoolmasters" at Rheims in 1685, in connection with his famous "Institute of the Brethren of the Christian Schools" established about the same time. In Germany, Hermann Francke started a class for teachers in his orphan house for poor children in 1697, which was soon followed by a teachers' seminary.

Still another century passed after these early beginnings in France and Germany before the normal school movement in those countries attained substantial proportions.



Original school building at Lexington, 1839.

By 1839, however, France had more than 50 new normal schools; and by that year a well-established normal school system constituted an integral part of Germany's educational program. Although France gave the name "normal schools" (*écoles normales*) to the world, the normal school pattern of Germany was followed more closely in America than was that of France.

School Opened in 1839

In America, educational leaders began to advocate provisions for the preparation of teachers long before such provisions were made. Their efforts were strengthened when they learned more about the normal school movements in Germany and in France. In New York, Pennsylvania, North Carolina, and other States the academies gave instruction in the science, art, and principles of teaching for a number of years before the first State normal school was established. In 1823, Samuel R. Hall established the first private normal school at Concord, Vt. By 1839, seminaries for teachers were to be found in a number of places, and the foundations had been laid for specific provisions by the States for the preparation of their common school teachers.

The story of the work of Horace Mann during the era of educational revival in Massachusetts has often been told. The efforts of this great educational leader, and those of James G. Carter, Charles C. Brooks, and others in behalf of teacher education were undertaken with almost evangelistic fervor. The State board of education in Massachusetts was established in 1837, and Horace Mann was elected its secretary in the same year. A financial depression was under way, but Edmund Dwight donated \$10,000 to assist in the establishment of teachers' seminaries. The legislature voted in 1838 to establish three schools for the training of teachers. These schools were later located at Lexington, Barre, and Bridgewater. Lexington was selected in 1838 as the location of one of them. Although later moved (1844) to West Newton and finally (1853) to Framingham, the school opened at Lexington in 1839. Here in the face of many discouragements, Peirce began his new battle against ignorance and bad teaching.

It is worth while to recount a few of the events and conditions of work during the early days in the first State normal school, for they were much the same in normal schools of other States for many years to come. The need of the district schools for better prepared teachers

was almost desperate. Salaries averaging \$5 or \$6 per month plus board were paid girl teachers 16 to 18 years of age. The ill-prepared graduates of the ungraded district schools came to the normal school for a year or so of work, before returning for service in the schools from which they came. It is therefore, not surprising to find this and many other similar complaints by Cyrus Peirce:

I think the scholars have not been much habituated to hard close and methodical studying. There is great deficiency among them in knowledge of the Common Branches . . . Reading, Spelling, Grammar, Arithmetic, Geography all need attention . . .

Burden Was Heavy

It was on common school subjects that the earlier "exercises and conversations" in the school were conducted. During the first year, however, Peirce undertook to add such instruction as he could in algebra, astronomy, bookkeeping, botany, geometry, mental philosophy, moral philosophy, natural philosophy, natural history, physiology, political economy, rhetoric, and other subjects. His burden was heavy indeed, for he was not only the principal, but for the most part the faculty and janitor of his school. Oftentimes to his discomfiture, he also functioned somewhat as a dean of women for an active and rollicksome group of Massachusetts maidens still in their 'teens. He was especially concerned about the religious welfare of his students, for like many other early schoolmasters, he was a minister as well as a teacher. In August, 1839 he wrote:

Spent the morning in a kind of Moral and religious lecture to the Pupils in connexion with the Reading in the Scriptures. The subject of the Remarks was Herod's Oath & Treatment of John the Baptist.

Mary Swift, one of Peirce's students, and his later assistant in the model school, also kept a journal which fortunately has been preserved. In one place she indicates not only the religious aptitudes but also the physical hardihood of the young ladies of her time:

Sunday 11. Left at one quarter before eight in the morn, to go to West Cambridge . . . into the Sabbath School, & from there, to the Church. At half after six, we left to return; and at half after eight were in the academy, not feeling averse to taking a seat. The distance that we had walked was eleven miles.

Mary Swift adds a detail in her journal to the comprehensive scope of curriculum interests of her respected teacher:

Thursday. (8th) . . . The lesson in Physiology was very practical, and he [Principal Peirce] made some remarks in connection with it, upon tightness of dress, apparently, thinking that it was the fashion at the present time to dress tightly. He has

not probably heard that the wisdom or some other good quality of the age has substituted the reverse fashion for the time present . . .

In the century that has passed since Peirce's time, no better means of evaluating the ability of teachers has been found, than their success in establishing effective pupil-teacher relationships. In this respect Peirce showed the mastery of a true schoolmaster. He brought his ill-prepared charges to grips with their studies mainly by the sheer force of his own intense interest in scholarship. But there were many moments when he was far from patient, as instanced in his journal:

Monday Dec. 14. . . . Heard one of my pupils, this day talking about Combe's Physiology being "dry", "so dry". Dry! Combe's Physiology dry! If it were as dry as the seared leaf I am sure there is sap enough in her soft head to moisten it.

Able Disciplinarian

Peirce, like other successful schoolmasters of his time, was an able disciplinarian. He was acutely sensitive, however, to the essentially individual and personal relationships necessary in his calling, and as a consequence his young charges at times caused him much discouragement. But there were happier moments, as witness this entry:

One of my dear pupils, who thought she did wrong yesterday, came to me this morning and bursting into tears asked [me] to forgive her; I did most readily; and as a token [of] my sincerity, I presented her three pears . . . where this spirit reigns in school, all things will go well.

Lexington and the two other normal schools had been established on a 3-year experimental basis. Determined enemies made every possible effort to abolish the schools; in Horace Mann's pungent phraseology: "Ignorance, bigotry and economy were arrayed against them." Peirce felt keenly his obligation to justify the faith and support of his superiors and friends, who had strived during more than a decade of intense effort to establish his school. Educators not only in Massachusetts but in surrounding States had their eyes upon Lexington. Peirce had a surprisingly large number of visitors. In 1840 he wrote: "Truly I would rather die than that the experiment should fail through my unfaithfulness or inefficiency". The outcome of the struggle was in doubt until 1842, when the Legislature voted to continue the schools. Broken in health, Peirce then resigned to regain his shattered powers.

Cyrus Peirce builded far better than he was ever to realize. Six of the 25 students eventually enrolled at Lexington during the first year were to see normal schools established throughout the Nation; and many of the group that sorely tried the patience of their teacher later had illustrious careers in the schools of their own and of other States.

Firmly Established

The movement started by the founders of the first State normal schools in Massachusetts reached the Pacific coast by 1862, and by 1865, 15 State normal schools had been established in 13 States. Today, there are 156 State teachers colleges, and 30 State normal schools. During the century that has passed, normal schools other than those supported by the States have waxed and waned in importance. Once found in most of the States, teacher-training high schools and county normal schools are now dwindling rapidly in numbers. City normal schools, once found in nearly all of the larger cities and many of the smaller ones, have decreased in number until only 13 remain. Private normal schools, which flourished in large numbers before the States fully awoke to the necessity for State support of teacher education, now number only 48. Although nearly 1,000 colleges, junior colleges, and universities in addition to the 247 teachers colleges and normal schools are now approved by the States for teacher-education, most elementary teachers are prepared in State teachers colleges and normal schools.

At first, 1- or 2-year curricula of secondary school grade were offered by the normal schools to common school graduates; today, 4-year college curricula offered only to high-school graduates predominate among the 186 State teachers colleges and normal schools. More than a score of the teachers colleges have extended their curricula into graduate levels. As at Lexington, the State normal schools and teachers colleges in many instances have been established and developed to full stature only after long, hard struggles. But it is worthy of note that few of them, once established, have ever been closed; and so long as public schools for all the people endure, the place of the State teachers colleges appears secure.

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- STEARNS, EREN S.; WALTON, ELECTA N. L.; and SHEPARD, GRACE F. Historical sketches of the Framingham State normal school. Framingham, Mass., The Alumnae association, Framingham State normal school, 1914. 144 p.

The National F. F. A. Convention

by W. A. Ross, Specialist in Agricultural Education

★★★ A few years ago it was unheard of for farm boys to be traveling half-way across the continent in order to attend a Nation-wide gathering of their fellows. Today we find that with members of the Future Farmers of America such an occasion is an annual affair.

More than 6,400 people attended the recent Eleventh National Convention of this organization of farm boys who are studying vocational agriculture in public secondary schools. With headquarters at Kansas City's municipal auditorium, activities extended into various parts of that city and surrounding territory. In addition to delegates and visitors from the States and Hawaii there were also representatives from Puerto Rico.

The lead-off event of the convention activities was a concert by the official Iowa F. F. A. Band of 102 pieces, under direction of A. R. Edgar and Paul Bachman.

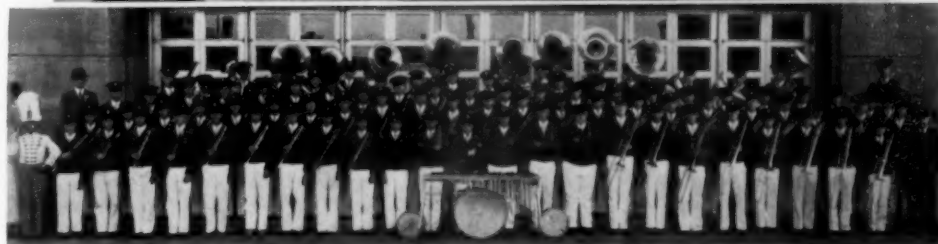
The first business session found 94 official delegates in their places ready to discuss problems, to consider various propositions and to take action in accordance with the best interests of the organization as a whole. President J. Lester Poucher of Largo, Fla., presided over the convention assisted by the other young officers: William Stiers of Ohio; Lex Murray of California; Eugene Warren of Arkansas; Arden Burbidge of North Dakota; and Lowell Bland of Colorado.

The deliberations continued 4 days with fine orderly meetings and definite outcomes, indicating that the F. F. A. is training capable farm leaders, cooperators, and citizens.

Eighty-nine active members were granted the degree of American Farmer, fourth and highest in the organization. Detailed records on these lads' accomplishments had been carefully reviewed prior to the convention. Seven honorary degrees were also conferred.

H. B. Allen, educational director of the Near East Foundation, brought greetings to the delegates assembled from the Future Farmers of Greece, the Future Farmers of Bulgaria, and the Progressive Farmers of Albania. These organizations of farm youth in lands across the sea are in a general way similar to the Future Farmers of America. Thus the "Future Farmer" idea begins to take on an international aspect.

Scheduled addresses were also made before the delegates during the week by J. R. Batchelor, field secretary of the National Recreation Association; T. Gilbert Pearson, president of the International Bird Preservation Society; and James Nugent representing the mayor of Kansas City. Numerous guests were recognized from time to time and extended greetings to the group assembled. Strickland Gillilan, one of America's foremost



Upper left: Hunter Greenlaw, F. F. A. Star American Farmer for 1938.

Upper right: Robert Elwell, newly elected National president of the Future Farmers of America.

Center: A section of the exhibit held in connection with the Eleventh National Convention of Future Farmers of America.

Bottom: Iowa F. F. A. Band.

humorists, was the principal speaker at two of the evening sessions.

The public-speaking contest was a delightful event. Each of the five finalists was in good form and showed excellent preparation and training. Competition was close but

when the scores of the judges on manuscript and delivery had been computed, Leslie Howard Standlee of Upland, Calif., was declared winner of the capital prize of \$250.

Vocational Agriculture F. F. A. Day at the
(Concluded on page 135)

Pan American Day

THE PRESIDENT of the United States, by proclamation, has fixed April 14 of each year as Pan American Day, and the people of the country are called upon "To observe the day with appropriate ceremonies, thereby giving expression to the spirit of continental solidarity and to the sentiments of cordiality and friendly feeling which the Government and people of the United States entertain toward the peoples and governments of the other republics of the American Continent."

PAN AMERICAN DAY—the day of the Americas—commemorates each year the bonds of friendship uniting the 21 republics of the Western Hemisphere. It symbolizes that spirit of mutual helpfulness and cooperation which is the essence of Pan Americanism.

PAN AMERICAN DAY originated in a resolution of the Governing Board of the Pan American Union, composed of

the Secretary of State of the United States and the ambassadors, ministers, and chargés d'affaires in Washington of the 20 Latin American republics. The presidents of all these countries have joined with the President of the United States in issuing proclamations calling for the observance of the day. April 14 is in a very real sense the day of the Americas and affords an excellent opportunity to direct attention to the achievements of each republic and the united action of all in promoting peace, commerce, and friendship in the Western Hemisphere.

SCHOOLS, colleges, and universities, clubs, civic and commercial associations, and the public generally, observe the day with appropriate ceremonies. Material for the use of groups and individuals planning to present programs may be secured without cost by addressing the Pan American Union, Washington, D. C.

Material Available

To assist groups planning to observe Pan American Day, the Pan American Union offers for free distribution the material listed below. The limited supply, however, makes it *possible to send material to teachers or group leaders but not to individual students*. Material may be ordered by the number corresponding to each item.

1. **BULLETIN OF THE PAN AMERICAN UNION.** Special edition dedicated to Pan American Day.
2. **THE MEANING OF PAN AMERICAN DAY.** A memorandum on its origin and significance.
3. **THE PEACE MACHINERY OF THE AMERICAN CONTINENT.** Inter-American treaties for the peaceful settlement of international disputes.
4. **THREE RECENT INTERNATIONAL CONFERENCES OF AMERICAN STATES.** Montevideo, Buenos Aires, and Lima.
5. **PRIMER OF PAN AMERICANISM—What it is—What it means.** Questions and answers. By Sister Mary St. Patrick McConville.
6. **THE AMERICAS.** Major historical facts, principal geographical features, forms of government, products and industries, transportation facilities and educational systems of the 21 American republics. Also questions the answers to which may be found in the text and which may be used by teachers in classroom exercises.
7. **THE UNITED STATES AND LATIN AMERICA.** A discussion of the changes in the politico-economic policies of the United States toward Latin America in recent years.
8. **FLAGS AND COATS-OF-ARMS OF THE AMERICAN NATIONS.** Historical sketch and brief description of the meaning of the flags and coats-of-arms of the 21 American republics.
9. **CROSS-WORD PUZZLE.** Fifty Latin American ports.
10. **ASK ME ANOTHER!** Questions designed to test one's knowledge of the history, geography, and different phases of life in the Americas.
11. **COMMERCIAL INTERCHANGE AMONG THE AMERICAN REPUBLICS.** Special number of "Commercial Pan America."

Plays and Pageants

12. **PAN AMERICA.** A pageant, by Grace H. Swift. Suitable for presentation by high schools. (Takes about 30 minutes.)
13. **TIT FOR TAT.** A playlet by David S. Goldberg. Suitable for elementary and junior high schools. Requires four characters. (Takes about 20 minutes.)
14. **FIESTA PANAMERICANA.** A carnival, representing a gay fiesta as it might take place in a Latin American country. Instrumental and vocal music and dancing,

woven into a colorful carnival background. (Takes about 1½ hours to present; suitable for senior high school, college or adult groups.)

15. **SIMÓN BOLÍVAR, THE LIBERATOR.** A pageant drama, by Barbara Ring. (Takes about 1½ hours to present; suitable for presentation only by colleges or dramatic groups having extensive theatrical facilities.) (*Due to length of script, copies can only be offered on a loan basis.*)
16. **CHRIST OF THE ANDES.** A play by Eleanor Holston Brainard. (Requires about 15 minutes to present; suitable for presentation by sixth grade pupils.)
17. **PAN AMERICAN DAY.** Short Pan American Day pageant suitable for elementary grades.
- A **PAGEANT OF THE AMERICAS.** A historical pageant by Mullican and Warren. Suitable for secondary schools and requires about 30 minutes to present. Available through Banks Upshaw & Co., 707 Browder Street, Dallas, Tex. Price \$1.

NOTE.—The observance of Pan American Day offers opportunities for the writing and presentation of original material in plays and pageants. Groups presenting original creations are urgently requested to send the scripts and performance details to the Pan American Union.

Material for Spanish and Portuguese Classes

18. **AMÉRICA UNIDA.** A pageant suitable for presentation by second and third year Spanish classes.
19. **PARA LOS NIÑOS DE AMÉRICA.** Collection of poems and legends in Spanish by Gastón Figueira of Uruguay.
20. **TRECHOS DA LITTERATURA BRASILEIRA.** Extracts from the works of Brazilian authors; suitable for students studying Portuguese.

Miscellaneous Material

21. **SUGGESTIONS FOR PAN AMERICAN DAY PROGRAMS.** Summarized ideas which have been worked into successful Pan American Day programs in past years in the United States and Latin America; including outlines of ceremonies utilizing the flags of the 21 American republics, with list of firms from whom flags may be purchased.
22. **SOURCES FOR LATIN AMERICAN MUSIC.** Brief lists of songs, orchestra and band arrangements, and collections of songs, sheet music and phonograph records, with names of publishers.

Address all communications to the Pan American Union, Washington, D. C.

F. F. A. Convention

(Concluded from page 133)

American Royal Livestock show centered major interest in a parade and announcement of the Star Farmer of America, who was to be selected from among the 89 boys awarded the American Farmer Degree. The parade was led by Iowa and Texas bands and participated in by officers, delegates, prize winners and contestants in the national judging contests. Hunter Greenlaw of Falmouth, Va., was named winner of the award. It was a "repeat performance" for Virginia since this honor went to Robert Lee Bristow of Saluda, Va., last year. Announcement was made by W. A. Cochel, editor of the Weekly Kansas City Star, sponsor of the event and presentation of the \$500 check was made by Tom Quigley, president of the American Vocational Association. Four Regional Star Farmers and four Star State Farmers were also named and received awards of \$100 each.

The results of the chapter contest revealed that \$150 went to South Hill, Va., as the winner in that competition, outstanding among 5,700 local chapters. State association honors and \$60 from the National Grange went to the Wyoming Association. Numerous other presentations were made to prize winners.

A fitting event in this program was a motion picture entitled "F. F. A. Progress." It consisted of a continuous film that included selected parts of each picture taken of national activities since 1928. Concluded with the scenes of the tenth convention it gave a graphic picture of the first 10 years in F. F. A. advancement.

The chamber of commerce banquet for students of vocational agriculture was attended by 1,100. Seated in the auditorium arena, the guests were entertained again this year by the Solomon, Kans., F. F. A. chapter orchestra under the direction of Paul Chilen, local teacher of vocational agriculture.

The F. F. A. exhibit in the Little Theater was continued from last year and has become a permanent feature of convention week. In this exhibit are outstanding and unusual agricultural products from the various States, official F. F. A. merchandise and numerous displays of individual, chapter, and association progress. Considerable credit is due the Hawaiian association and its representatives on its well-planned and attractive display showing the history of sugar.

The Texas association distinguished itself by financing, entirely from its own funds, a 40-piece band playing under direction of H. G. Rylander, as well as a chapter "hillbilly" band from Palmer.

NBC's National Farm and Home Hour featured three special F. F. A. programs.

Robert Elwell of Gorham, Maine, is the national president of the F. F. A. for 1939. With his new staff of officers and a well-outlined program of work he will lead the organization of 171,000 members forward toward their new goal of 200,000 for the coming year.

Community Programs for Home and Family Living

by Edna P. Amidon, Chief, Home Economics Education Service

★★★ Plans for the development of community programs in education for home and family life in four selected centers were discussed at a conference held in the Office of Education, October 31 to November 2. These centers are to serve as demonstrations to make available to the teachers and school administrators of the Nation for observation, study, and evaluation, workable plans for education in this vital field.

The centers which were invited to cooperate with their respective State departments of education and the Office of Education, United States Department of the Interior, are Wichita, Kans., representing an urban but highly stable and homogeneous community; Toledo, Ohio, representing a large city that is highly industrialized and somewhat heterogeneous in population; Obion County, Tenn., representing a rural educational unit in the South organized on a county basis; and Box Elder County, Utah, representing the rural, more sparsely settled sections of the West, with a relatively stable and homogeneous population.

Last year a mimeographed publication (Misc. 1983) was issued by the Office, emphasizing the need for community programs in family living, and describing progress made in this direction in several communities. This conference and these demonstration centers constitute a further development of this idea. Preceding the conference, representatives of the Home Economics Education Service of the Office of Education visited each of the four centers. They conferred with State and local administrators in studying the present situation and working out ways and means by which more comprehensive studies could be made of existing programs and of community conditions which revealed the different aspects of this phase of education needing emphasis. A planning committee in each center was organized. Members of this planning committee representing various school groups and community organizations helped with the analysis of some of the community conditions and assisted in setting up some tentative immediate and long-time plans.

Representatives Attending

To the conference came representatives of the State and local school systems and specialists representing various fields of family education who acted as consultants, together with the members of the Office of Education staff who acted in the capacity of coordinators. George Stoddard, Iowa Welfare Research Station, University of Iowa, assisted in the

plans for the conference and in directing the discussion. Those in attendance were:

Charles H. Skidmore, State superintendent of public instruction, Salt Lake City, Utah; Angelyn Warnick, State supervisor of home economics, Salt Lake City, Utah; Hervin Bunderson, county superintendent, Box Elder County, Brigham, Utah; F. A. Hinckley, principal, Box Elder High School, Brigham, Utah; C. E. Smith, principal, Bear River High School, Garland, Utah; C. M. Miller, State director of vocational education, Topeka, Kans.; Hazel E. Thompson, State supervisor of home economics, Topeka, Kans.; Rose Cologne, specialist in parent education, Topeka, Kans.; J. C. Woodin, local director of vocational education, Wichita, Kans.; Mrs. L. R. Fulton, local coordinator, Wichita, Kans.; Enid Lunn, State supervisor of home economics, Columbus, Ohio; Lillian Peek, State supervisor of adult homemaking, Columbus, Ohio; E. L. Bowsher, superintendent of schools, Toledo, Ohio; Ruth A. Sanger, city supervisor of home economics, Toledo, Ohio; Margaret Browder, State supervisor of home economics, Nashville, Tenn.; C. F. Fowler, county superintendent, Union City, Tenn.; C. D. Hilliard, county director of education, Obion, Tenn.; Muriel Brown, specialist in family life education, Tulsa public schools and the University of Tulsa, Tulsa, Okla.; Mark L. Entorf, extension assistant professor, department of family life, college of home economics, Cornell University, Ithaca, N. Y.; Florence Fallgatter, head of home economics education, Iowa State College, Ames, Iowa; Ellen M. Miller, Merrill-Palmer School, Detroit, Mich.; Mrs. Katherine Taylor, chief, division of prevention, State Department of mental hygiene, Madison, Wis.; and Joseph K. Folsom, professor of sociology, Vassar College, Poughkeepsie, N. Y.

Emphasized Hope

Commissioner Studebaker emphasized his hope that the special interest of these communities in studying their present developments in educational programs concerned with home and family life, and their concentrated effort in developing stronger, more effective programs, would serve to encourage other communities to further strengthen this important part of their educational work. The consultants emphasized among other needs to be met, the importance of considering the differences in needs of family members from the nursery school through adulthood; the needs of boys and men as well as girls and

women; the special problems which different economic conditions in the home raise; the ways of providing opportunity for greater cooperation in home activities; the values in family life and the contributions of parenthood to the development of individuals; the effects of social action as compared with individual activity, and the contributions of families to society as well as of satisfactory social and economic conditions to family living.

Findings Presented

Each of the four centers presented the findings of their preliminary surveys and their tentative plans for strengthening their programs. The centers differ in the needs for further coordination of the work of the school with that of community organizations dealing with family problems; the extent of work with adults and the breadth of their programs; the need for nursery schools; the present emphasis on the programs in the elementary and high schools and the opportunities for cooperating with specialists in the local colleges.

Questions were raised and reactions given by the consultants as to resources and facilities already available in the communities and those which need to be further developed, ways of unifying the program, relative advantages and disadvantages of incorporating various aspects of the program, and evaluating and interpreting the results.

Each center plans to develop its program in the way it especially needs to be strengthened with little similarity between the programs for the centers. The first steps to be taken this year are dependent upon the special weaknesses to be overcome in each center, the resources which can be drawn upon, and the facilities which can be added. One community has employed a coordinator for the program, one hopes to add a nursery school, another is organizing a stronger in-service training program for junior and senior high-school teachers. Long-time plans in each center are tentatively made but are to be filled in more carefully as the study of the needs progresses this year. A spirit of concern for the effective development for the boys and girls, the men and women through home and family life education permeated this first conference. This spirit will dominate the further development of the work in each center through teachers and supervisors who are growing with the program and developing greater cooperation between the schools and other agencies in the interest of better family living in each community.

Training of Camp Educational Advisers

by Howard W. Oxley, Director of CCC Camp Education

★★★ The 1,550 educational advisers now on duty with the Civilian Conservation Corps are a select group, having been chosen from more than 25,000 applicants. Of this group, approximately 1,485 are camp educational advisers. The average age of the camp educational advisers is 34 years; 35 percent of them being under 30 years of age, 40 percent between 31 and 40 years, and 25 percent over 40 years of age. Seventy-four percent of these men have a bachelor's degree only, 22 percent have the master's degree, and 1 percent the doctorate. Among these college-trained men, 30 percent have majored in education, 10 percent in physical education, 7 percent in business administration, 5 percent in the professions, and 4 percent in agriculture. Seventy-two percent had previous experience in educational work, 48 percent had previous experience in industry or agriculture, and 10 percent had some previous experience in Civilian Conservation Corps work prior to their appointment as camp educational advisers.

There was scant precedent for the post of camp educational adviser when the position was created upon the inauguration of the educational program in the camps in March 1934. Indeed, there was scant precedent for the educational program.

In the 4½ years since the inception of the educational program in the camps, appreciable strides have been made toward the creation of the professional position of educational adviser. The job of the adviser is defined as follows in War Department Regulations, Civilian Conservation Corps, 1937: "a. The camp educational adviser will serve in an advisory capacity to the camp commander and under his direction will have general supervision of camp educational activities; b. Under the direction of the camp commander, the camp educational adviser will—(1) Study the interests, needs, and abilities of the individual enrollees as revealed through counseling with them and to advise them on their educational program as well as their future personal adjustment; (2) Provide a program of educational activities based on the interests and needs of the men. The program should seek to provide academic instruction on all levels; vocational training, including instruction on the job and related subjects; avocational and leisure-time activities; and various other types of instruction such as foreman and teacher training, health, first-aid, safety, and citizenship; (3) Have general supervision of the educational activities in the camp; (4) Assist in securing supplementary educational facilities from educational institutions and public or private organizations; (5) Direct



A banquet held during training school at Clemson College.

the work of the assistant camp educational adviser; (6) Study the camp and work projects for the purpose of better coordinating the educational and work activities of the enrollees; (7) Help plan the leisure-time program of the camp in order to develop the educational opportunities to the fullest possible extent; (8) Recommend the purchase of educational supplies and equipment; (9) Keep accurate records of all educational activities and submit reports as required; (10) Participate with the selecting agencies, public employment offices, apprentice training committees, and other agencies in efforts to place enrollees in employment and adjust them to civic life."

Pedagogical Field

The duties herein prescribed comprehend the pedagogical field. The camp adviser must be a teacher, a supervisor, an administrator, and somewhat of a specialist in curriculum making, guidance and methods. His functions are thus roughly analogous to those of the small school principal, though he must operate under different conditions.

The presence of these different conditions predicated by the existence of an educational system within the framework of a work camp has necessitated the creation of a special program of training for camp educational advisers. Since the position and the system are

without a background of precedent, this training has largely taken place through the medium of an in-service program. Should the Civilian Conservation Corps become a permanent activity, it may be possible to provide pre-service training in the colleges for advisers.

The continuous in-service training program aims at the creation of professional growth and alertness on the part of the camp adviser. This training has been accomplished by means of (1) initial instruction programs for newly appointed advisers, (2) correspondence, (3) direct supervision, (4) publications, (5) personal study, and (6) group training schools and conferences.

In accordance with prevailing policy, the newly appointed camp adviser is ordered to a district headquarters for assignment. Here he is given an intensive training usually of 3 to 5 days duration, with emphasis upon orientation and administration. The new adviser is then assigned usually for 1 week to an especially selected camp for training under the supervision of an experienced adviser. Techniques are thus learned under actual conditions before the adviser is ordered to his permanent assignment.

By correspondence between the office of the Director of CCC Camp Education and the corps area and district headquarters and the camps, many specific problems are analyzed

(Concluded on page 147)



New Government Aids FOR TEACHERS

by MARGARET F. RYAN



FREE PUBLICATIONS: Order free publications and other free aids listed from agencies issuing them

COST PUBLICATIONS: Request only cost publications from the Superintendent of Documents, Washington, D. C. enclosing remittance (check or money order) at time of ordering

● New and thrilling tales of American industry—historic episodes in the lives of great inventors and romantic figures—have been brought together by the Department of Commerce in *Stories of American Industry—Second Series*.

Originally prepared for a series of weekly radio broadcasts, the stories of the progress and evolution in 32 typical American industries—Radio manufacturing . . . Musical instruments . . . Glass . . . Carpets and rugs . . . Toys . . . Motion pictures . . . Sailing yachts and motorboats . . . are now available in printed form for 20 cents.

Mention was made of the first series on page 69 of the November 1937 issue of *SCHOOL LIFE*.

● Prints, 8 by 10 inches, of the Capitol, the White House, the Lincoln Memorial, the Washington Monument, Lee Mansion, Library of Congress, Supreme Court Building, Federal Reserve Building, Mount Vernon, the Tomb of the Unknown Soldier, and various points of interest in the National Capital Park System, are available at 25 cents each. Copies may be had by addressing the Superintendent of the National Capital Parks, Washington, D. C. A money order made out to the *Treasurer of the United States* should accompany each request.

● *Pneumonia—Mortality and Measures for Prevention*—a report of an advisory committee of the Public Health Service on the prevention of pneumonia mortality which sketches the pneumonia situation with respect to mortality and control programs in the United States, outlines the general specific measures useful for combating the disease, and suggests methods for applying these measures on a much broader base than exists at the present time. There is also a brief discussion of the problems on which further research is urgently needed. 15 cents.

● The United States Board on Geographical Names, continuing work begun in 1890, when an informal interdepartmental committee was organized for the purpose of bringing about uniform usage in geographic nomenclature and orthography throughout the executive departments of the Government, and particularly upon maps and charts issued by the various departments and bureaus, has issued *Decisions of the United States Board on Geographical Names, between July 1, 1937, and*

STORIES OF AMERICAN INDUSTRY SECOND SERIES



June 30, 1938. Each decision gives the definition and location of the feature, the origin and derivation of new names, and the rejected forms of the names that were adopted.

● The pulp and paper industry, with the value of its products totaling 1½ billion dollars annually, is one of the major industries of the United States. Its history, economic status, manufacture, production, distribution, and foreign trade are given in Trade Promotion Series No. 182, *United States Pulp and Paper Industry*, a publication of the Bureau of Foreign and Domestic Commerce which sells for 15 cents.

● In an effort to create a permanent graphic record of the existing architectural remains of early dwellers in this country, the Historic American Buildings Survey of the National Park Service has issued a *Catalog of the Measured Drawings and Photographs of the Survey in the Library of Congress, January 1, 1938.*

The catalog contains brief information as to the identity, date, and location of the subject. With each completed record there is also a page of data on the present owner-

ship, condition, name of building, and date of building when known.

The material listed in the catalog is available for consultation at the Library of Congress, and reproductions from the collection may be had at a minimum cost.

● *The Woman Worker*, published bimonthly by the Women's Bureau, United States Department of Labor, is the only official source of current information on State minimum wage developments—new laws, new minimum wage orders, results of findings of cost-of-living and wage-and-hour surveys conducted in connection with minimum wage administration, etc. New legislation regulating hours of women's work, night work, industrial home work, workmen's compensation, and health and safety on the job is also reported in each issue. Through special articles the current picture of working women's problems—economic, legal, and social, at home and abroad, whether affecting factory, agricultural, domestic, or white-collar workers, is rounded out. Yearly subscription, 25 cents; each issue, 5 cents.

● Film strips on such subjects as soil conservation, farm crops, dairying, farm animals, farm forestry, roads, farm economics, farm engineering, home economics, and adult and junior extension work are available from the Extension Service, United States Department of Agriculture. Lecture notes are provided with each film strip purchased, with the exception of those which are self-explanatory.

Prices of film strips until June 30, 1939, will range from 45 to 65 cents each, depending upon the number of illustrations in the series. The majority of the 300 series that the Department has available will sell for 45 or 50 cents each. A list of available film strips and instructions on how to purchase them may be obtained by writing to the Extension Service, United States Department of Agriculture, Washington, D. C.

● The Superintendent of Documents has revised the following price lists: Foods and Cooking—Canning, Cold Storage, Home Economics, No. 11; The Public Domain—Public lands, conservation, National Resources Committee, No. 20; Transportation—Railroad and shipping problems, postal service, telegraphs and telephones, and Panama Canal, No. 25; Interstate Commerce and the Federal Communications Commission, No. 59. Free.

The Land-Grant College as a Research Agency

by J. W. Studebaker, Commissioner of Education

★★★ The land-grant colleges have played and are playing a vital pioneering role in the development of higher education in this country. They are democratizing education on the college level. They are helping to obliterate the line that has for so long existed in the minds of many people between the so-called cultural and the practical. They are in the vanguard of the positive influences which are causing our people generally to break away from the traditions growing out of the European philosophy of higher education—a philosophy which would restrict the benefits of higher education to the select few.

The land-grant colleges are also exemplifying an almost ideal combination of research (especially in the field of agriculture), instruction on the campus, and adult education. This triangular base upon which to erect the pyramid of social progress ought to be in universal use by educational institutions but unfortunately it is not. Even in the land-grant colleges, in some of the curricula, research and adult education are not widely engaged in. Nevertheless, the reliance upon research and the policy of spreading the results of research among adults as well as among college students are characteristic of the spirit of the land-grant colleges. That spirit has permeated the atmosphere of all higher education in this country much more generally than would have been possible without the experiences of the land-grant colleges and their natural urge to recognize the realities of life.

The purpose of my accepting the invitation to speak before the association is to suggest another phase of pioneer service in the cause of higher education which I think the land-grant colleges are in position to render. This new service is no less significant than the ones mentioned above; indeed it is of basic importance. Nor is it easier to render. In fact, it will test in new ways the flexibility of mind and the earnestness of purpose of the faculty members and administrators of your institutions.

I refer to a program of research in problems of instruction on the college level. The most important pioneering job before colleges and universities today, in my opinion, is the scientific evaluation of their own educational materials and practices. Education, particularly institutionalized education, is one branch of the great clumsily evolving social organism of which man finds himself a part. Changes in this organism are bound to be slow at best. No agency which extends over a

whole nation can be changed quickly under a democratic regime. Schools and colleges are not exceptions. While technology and commercial practices which are responsive to the profit motive change with ever accelerated rates, social agencies like homes and colleges change relatively slowly. No one in the colleges expects to gain financially by adjusting instructional practices quickly. Therefore, social agencies such as the colleges must look for some other than the profit motive to impel change. That other motive is *the desire to render better public service through discovery.*

Urge of the Scholar

The yearning to discover, the urge of the scholar to find a better way, can be applied to problems in the field of policies, principles and techniques of instruction just as genuinely as to problems in chemistry or in plant pathology. It is that native impulse to search for new truth to which the appeal must go for help in solving many pressing problems of college instruction. It is my belief that when once the significance of this vital field is fully recognized by the scholars composing the staffs of the land-grant colleges, there will not be wanting those able and willing to work in it. Nor will the land-grant colleges, committed as they are to building on a foundation of research, fail to encourage the efforts of these scholars.

It seems scarcely necessary to say to you that one of the reasons why the field of college instruction has had so little attention by scholars is that college faculty members are first of all, specialists in various subject-matter fields. They naturally devote their scholarly interests to pushing forward the boundaries of knowledge in these fields. The tacit assumption seems to have prevailed pretty generally that there is no problem of college instruction beyond a thorough mastery of the subject by the teacher. A college teacher, like many others, especially in the secondary field, too often teaches his subject, not his students. By intuition or some other untaught device, he knows all that he needs to know about his students. If they have trouble getting the value from his course, the teacher of subject matter is too commonly inclined to wash his hands of responsibility for that unfortunate fact.

But the spirit is changing. The student personnel movement is growing among the colleges. Students are coming to be persons whose individual differences are to be respected. Higher education is not exclusively for that particular type of youth who may

happen to take eagerly to a given professor's ways. Colleges—particularly the land-grant institutions which operate under the charter of the Morrill Act—are for a wide variety of persons—young and old.

The number of students now enrolled in institutions of higher education in this country is equal to one-seventh of all the young people 18 to 21 years of age, inclusive. These young people are not very different from a cross-section of all our young people with respect to any of the important human abilities, interests, and aptitudes. How to make college study and college life most significant in the development of each of these students is a question entirely too complicated to be left to chance. Neither is it a problem that some research scholar can solve alone. It involves whole faculties: first, because many faculty members must participate in the experimental program which such research involves and, second, the practices of all members of the faculty are likely to be modified by the findings of such research. Therefore, the most effective program of research in collegiate instruction is one which the institution takes pains to foster and to which scholarly interest from many departments contributes.

Three Questions

In contemplating such a research program, three questions come to mind. First, what are the principal problems of college instruction which lend themselves best to research? Second, what are the types of administrative organization best designed to facilitate that research? Third, what part can the Office of Education play, if any, in aiding, for the country as a whole, the program of research in collegiate instruction?

In answer to the first question, we are fortunately not forced to start from scratch. Many universities have already done notable work in collegiate research. Their selection of problems for study as well as their research procedures will serve as a guide in the development of new research programs. Reports of Minnesota's Faculty Committee on Administrative Research, or of Purdue's Division of Educational Reference provide abundant illustrations of the types of research studies that should be carried on in many institutions. Answers should be found to such questions as

What are the most effective relationships between high schools and colleges to assure the attendance by each college student at the college best suited to his needs?

What are the most suitable criteria and

Address at fifty-second annual convention of Association of Land-Grant Colleges and Universities, Nov. 15, 1938, at Chicago, Ill.

guidance procedures to use in aiding each student to select the curriculum in a given university best suited to his needs?

What are the best ways of assembling data bearing upon the relative effectiveness of different methods of college teaching?

What are the values of the different incentives or motives actuating study on the part of the students?

How effective is the institution's program in developing among students, the attitudes, the interests, and the understanding, essential to them as citizens in a democratic society?

Scores of other problems come to your minds. Without going into further detail about such questions, however, it should be clear that answers to questions of this type should be sought. If organized education were a competitive industry, if a university were to stand or fall in terms of the rate at which valid answers were found to such questions, the answers would be sought more vigorously than at the present time.

A Few Propositions

On the second question there is no doubt room for much difference of opinion. Probably there is no one best administrative organization to facilitate the research program in the field of college instruction. The best plan in one institution may not be the best plan in another. There has been enough experience, however, with efforts of universities to carry on such programs to justify a few propositions which seem to me worthy of your consideration:

First. While individuals among college faculties will properly continue their studies in the field of collegiate education, the job may not be safely left to them alone. The institution has too much of a stake in the outcome to await the slow accumulation of findings of individual scholars. The Du Pont Co. has not been willing to wait on the findings of the hundreds of individual scholars doing research in chemistry in the universities throughout the country. The Du Ponts set up a laboratory of their own in which they employ sometimes as many as 1,200 chemists. The General Electric Co. has not been willing to wait on the findings of the physicists at work in the universities. That company set up a laboratory of its own. So it has been with all the large industrial companies. Because industrial research pays in dollars, industry spends millions upon it. Research in the problems of higher education will pay in improved educational practices, to the same degree, no doubt, as industrial research pays in dollars. Universities can no more afford to be without research units devoted to the improvement of their product than can industry.

Second. If we grant that the research program must be an institutional effort rather than the effort of individual faculty members

working alone, the second proposition follows logically, namely, the program must represent general faculty interest, and should not be imposed upon the faculty by the administration. A committee named by the faculty, and charged with the responsibility to work out a program of research such as can be carried out within the limits of faculty time and institutional resources is one plan which has worked well. This committee can enlist the cooperation of all the faculty members who are interested, and can get suggestions concerning urgent problems from all the faculty members who are willing to submit them. This committee can also supply the necessary help to those whose approved projects call for such help providing the committee has an adequate budget at its disposal. Such a budget is necessary if the institution takes seriously its responsibility to contribute to the progress of higher education.

The third proposition I wish to make is that while members of the school or department of education should play an important part in this research program, other departments should play equally important parts. Research techniques in the field of collegiate instruction may be suggested and refined by members of the staff of the department of education, but the problems should originate with other departments wherever possible and the research studies should be carried out under the direction of faculty members in other departments as largely as possible. Otherwise, the program is not likely to influence the whole university as it should.

What Part Can Office Play?

Finally, what part can the Office of Education play in fostering such a program.

In line with its traditional attitude to leave the administration of education to the States and local institutions, the Office of Education has exercised a minimum of supervision while distributing the Morrill-Nelson, and later the added Bankhead-Jones funds. The Office requires only a sworn report specifying that the funds have been spent in accordance with law. It is my purpose to continue to operate the Office under that general policy—a policy of leadership, not of compulsion.

I am conscious, however, of an obligation which rests upon the Office to stimulate activities of any nature which will tend to insure the best service possible, where Federal funds are concerned. On that ground I feel justified in urging the research program described above. Furthermore, I feel that the colleges and universities which have so long been the recipients of Federal grants for instruction will desire that the Office exercise a constructive leadership in helping to improve the quality of instruction in such institutions. One way which seems to me appropriate for the Office is to cooperate with the institutions in the conduct of research programs or studies which they may be in position to carry on.

New Positions

To that end, I am incorporating in the Office of Education budget for 1939-40 two new positions, namely, a principal specialist in higher education and a senior specialist in higher education, plus supporting expenses. If these two high grade positions are approved by the Bureau of the Budget and if appropriations for them are made by the Congress, it is our hope that the persons selected may work chiefly with the land-grant colleges in devising and carrying on the types of research studies indicated above. Their direct services will include:

First. Assisting in discovering and carefully defining the problems upon which research is most needed;

Second. Compiling bibliographies and abstracting the previous research studies bearing upon these problems;

Third. Bringing together for conference those research workers in various universities who are interested in the same problems;

Fourth. Coordinating upon invitation the plans for similar studies in different institutions in order that the results would be comparable and thus greatly increased in value.

In short, the purpose of these two persons who will be selected because of their capabilities in research in higher education, in association with others in the Division of Higher Education in the Office, will be to aid in every way possible the land-grant colleges in their efforts to improve their instruction through research.

Lion's Share

In addition to the hoped-for additional service, the Office of Education is prepared to render a special service to the land-grant colleges in one very important field. Under the several vocational education acts, particularly the recent George-Deen Act, special emphasis is placed upon the training of teachers for vocational education, including agriculture, home economics, trades and industries, and the distributive occupations. For this teacher-training work a total Federal subsidy of more than \$2,000,000 is available to the States. The lion's share of it goes to the land-grant colleges.

In the program of teacher-training set up under the George-Deen Act, provision is made for carrying on research in connection with the problems of teacher training. Probably no more vital need exists in the whole field of vocational education than studies of the best procedures in preparing teachers for the high schools, the evening schools, and part-time schools devoted to preparing young people for their vocational careers and to the retraining of adults. Land-grant colleges should take the lead in working out the kinds of studies needed. The Office of Education has staff members in specialized fields in the Vocational Division who are devoting their time, in part, to aiding in such a program.

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Legislative Action in 1938

by Ward W. Keesecker, Specialist in School Legislation

★★★ In 1938 legislatures of nine States met in regular session. The States in which such sessions were held are Kentucky, Louisiana, Massachusetts, Mississippi, New Jersey, New York, Rhode Island, South Carolina, and Virginia. Special sessions of State legislatures were called in a number of States. Among the States having special sessions of their legislatures are Arkansas, Georgia, Illinois, Kansas, Ohio, and Pennsylvania.

Complete reports have not yet been received from all of the States having legislative sessions during the year. No attempt is made here to give detailed information covering all legislation enacted, only the general character of current legislation affecting education is indicated.

School Finance

State legislatures in recent years have shown an unmistakable tendency to increase in one way or another State participation in the problems of financing public-school facilities. This tendency continued in evidence in several States during 1938. Legislation in this field manifested for the most part efforts to extend or adjust legislation in line with the generally accepted principle of increased State responsibility for the support of public schools. Among the States which increased State funds for support of public-school facilities are Georgia, Louisiana, Mississippi, New York, Pennsylvania, and Virginia. The following are a few examples of legislation in this direction:

Georgia increased the excise tax on malt beverages, the proceeds of which are allocated to pay the cost of textbooks for children attending common schools, and provided that any excess funds after providing textbooks shall be used by the State board of education for other school purposes.

Louisiana appropriated \$800,000 for the next biennium to be used exclusively for paying additional salaries to operators of school busses.

Mississippi appropriated over \$11,000,000 for the ensuing biennium for common schools, which is divided equally between the per-capita and the equalizing funds. This appropriation exceeds by more than 2 million, the State aid heretofore granted for common schools.

New York included in its 1938 budget act an increase of over \$600,000 for schools over that for the fiscal year 1937.

Pennsylvania authorized the inauguration of a 75-million-dollar-school building program, 45 percent of the cost to be obtained by grants from the Federal Government and the remaining 55 percent to be financed by the State,

through a bond issue. Each school district participating in the building program will repay the 55 percent over a period of 30 years.

The legislature of *Virginia* increased the school fund 1 million dollars per year for the payment of teachers' salaries, and to provide for the maintenance of a 9 months' school term.

Teacher Welfare

The extent of legislation affecting the status of teachers, their salaries, tenure, and retirement rights has been noteworthy in recent years. Legislation in behalf of teacher welfare continued unabated during 1938. *New Jersey* enacted provisions which make it the duty of school boards to protect teachers from financial loss arising out of suits or judgments by reason of negligence resulting in accidental bodily injury, provided such injury occurred while the teacher was acting in line of duty. School boards in *New Jersey* were authorized to arrange for insurance to protect teachers in this respect. A somewhat similar provision was enacted by the *New York* legislature applicable to board of higher education in cities of 1 million or more population.

New Jersey provided for the tenure of employment of secretaries, clerks, assistant secretaries, and business managers of any school board. It also made provisions for tenure of service of all superintendents of public schools in districts of first class, after employment of 3 consecutive years.

The legislature of *Kentucky* enacted a law which appears to be of unusual interest to married women teachers. The legislature of that State declared void all rules, regulations, laws, or policies of school districts which were in restraint of marriage of women teachers and forbade any school board from adopting any rule or policy in restraint thereof.

Teacher Retirement

It is also noteworthy that *Kentucky* enacted a new teacher retirement law designed to provide retirement benefits for teachers of all State-supported schools and colleges. Under the new law the State will contribute an amount equal to that contributed by the teachers. It is noted that in *Virginia* the legislature increased the State teachers' pension fund to \$220,000 a year and provided for an increase in teachers' contributions for that purpose. Furthermore, the legislature of *Virginia* requested the Governor, in his discretion, to provide in the next biennial budget a sum of money sufficient to support an actuarially sound retirement law for teach-

ers. The *Virginia* legislature also required each school division of the State to prepare a salary schedule for teachers in terms of teacher preparation, experience, and efficiency, and declared that the average annual salary shall not be less than \$500.

Curriculum

The legislature of *Massachusetts* required all State teachers colleges to give instruction on the Constitution of the United States and of the State "for the purpose of fitting the students, morally and intellectually, for the duties of citizenship and of the school districts." *Massachusetts* also authorized school districts to provide instructions in lip-reading for any child whose hearing is defective.

In *Mississippi* the legislature authorized the State board of education to add additional courses of study to the elementary and high-school curriculum than those prescribed by statute.

The *Virginia* legislature required to be given in every elementary and/or high school, "a course of study including elementary training in accident prevention." Previously instruction in this field was required to be given merely in connection with other courses.

Special Schools or Classes

Legislation designed to promote educational facilities for adults, or other special groups was enacted in three States, namely, *Massachusetts*, *Mississippi*, and *New Jersey*.

Massachusetts authorized the department of education in cooperation with any town to establish instruction in English for persons 18 years of age or over unable to speak, read, or write the same, and in the fundamental principles of Government and other subjects adapted to prepare for American citizenship. Previously such classes were authorized to be established for "adults" only.

Mississippi authorized boards of school trustees to establish and maintain day and evening schools for adults primarily for the reduction of illiteracy, and for the improvement of civic, vocational, and general education of adults.

New Jersey authorized boards of education to maintain a program of adult education and to utilize school buildings and equipment for that purpose.

The legislature of *Mississippi* also authorized municipalities having a population of 2,000 or more to establish kindergartens, the expense of which is to be paid by the municipality out of any funds available. Apparently the budget law does not apply to the expenses of kindergartens.

Visual Aids to Instruction Then and Now

by Katherine M. Cook, Chief, Special Problems Division

★★★ Rereading Samuel Hall's *Lectures on School Keeping*, written more than a hundred years ago, one discovers him advocating many ideas commonly thought of as originating with modern or "progressive" education groups. The need of appealing to children's interests, for one example; the recognition of individual differences, for another; even the now somewhat discredited need for developing self-control on the part of pupils. Samuel, it appears, was not exactly an essentialist in the modern meaning of the term, yet he must have had his feet well planted in the New England soil, even though his ideas ranged beyond it.

This accidental journey was an incentive to further adventure into school keeping in the early nineteenth century and to the perusal of another time-worn volume, *The Introductory Discourses and Lectures Delivered Before the American Institute of Instruction in Boston in 1832*. Among the lectures, one by Walter Johnson on *The Utility of Visible Illustrations*, especially intrigued interest. One wondered what was approved practice in the use of visual aids in A. D. 1832. Mr. Johnson tells us in nineteenth century style, mixing a bit of Latin now and then with his discourse, as the custom of the day deemed appropriate. It is a good lecture, somewhat formal—yet without benefit of the ostentatious vocabulary of professional writing somewhat prevalent 100 years later.

The first points Mr. Johnson makes in regard to the uses of visible illustrations are concerned with their efficacy in the promotion of accuracy, especially in regard to the conception of words and things not within the range of experience; and, that, through their use, a "deeper mine of mental wealth" can be opened and "a wider diffusion given to treasures already amassed"—implied objectives approved in good present-day practice. One infers that awareness of the need for supplementing and enriching the curriculum is not wholly a new development in educational theory and practice.

Interesting Similarity

It is unnecessary to follow through the different uses of visual aids discussed by the lecturer. Perhaps it is enough to state that he further elucidates the above by pointing out the "departments of knowledge" (subjects) in which visual aids are especially pertinent; that he discusses the "time and manner" of employing this instrument of instruction; passes on to show certain limitations in the usefulness of visual aids and "abuses and impositions to which the unguarded may be liable from too hasty adoption of some specious views of

this matter." One thing of special interest, however, is that Mr. Johnson discusses practically all of the types of visual aids which would be discussed today in a similar situation except, of course, projected aids, including the family of films. He particularly stresses the desirability of first-hand contacts—seeing the thing to be studied itself when possible; "actual resort to fields and forests where the natural habits of every vegetable production are seen unimpaired by efforts of art" or "repairing to the garden, greenhouse or nursery," are among his recommendations. He refers to the use of models, specimens, graphic representations, geographical and geological maps, outline figures or diagrams, even a museum is mentioned, and explains important ways and situations in which they may be used.

To look further into the application of educational principles to the use of visual aids to instruction in 1832, Mr. Johnson tells us that "the advantage of modern methods of instruction over those which prevailed when learning dwelt chiefly in the closet and the cloister is that it substitutes the assurance of demonstration for the blind assent of the will to abstract propositions." It would doubtless be erroneous to imply that the author included pupil participation in his conception of the meaning of "demonstration" if there were no further evidence. But he goes on to discuss the futility of "facts and opinions thus stored without ever being appropriated," and adds that "the proverbial deficiency in the practical duties of life, of young persons thus instructed, must be decisive against persevering in a course as hostile to sound learning as it is to pleasure and usefulness." Advocacy of the use in addition to the storing of facts would seem to imply that provision for pupil participation in educational activities was not unknown in the school program of 1832. These and other educational principles, for example, the need for due regard to particular cases as well as to general characteristics of the race "in the application" of methods of communicating knowledge; the fact that "with little to excite the curiosity and nothing which could stimulate voluntary exertion the mind becomes the mere receptacle of intellectual lumber," Mr. Johnson explains by way of introduction to his discussion of the use of "visible illustrations" in instruction.

Recent Study

A recent study made in the Office of Education enables a comparative consideration of the use of visual aids in schools in 1936. In the 100 years we have of course added extensively to our equipment, especially through

such newer inventions as lantern slides, motion pictures, stereographs, film strips, and still films. We are using in much greater degree, judging by the survey, unprojected pictorial materials, objects, specimens, models, and the like, most of which were in use at least to some extent in 1832. Mechanical equipment necessary for the use of films, film strips and other projected visual aids are available and used by approximately 27 percent of the public-school enrollment, according to estimates made in the study. The expense of such equipment is, of course, among the chief obstacles to their wider use in the schools. Outside of large city systems we have not yet attained the more fundamental essentials—adequate salaries and school terms, library facilities, and the like; even school buildings adapted to the needs of school programs are still wanting in thousands of communities, especially rural communities.

It is not surprising, then, that we are still depending on the less expensive types of visual equipment, such as maps, as yet the most universally used of visual aids; globes; relatively inexpensive pictorial materials of which many teachers have an individual collection; specimens and models which children collect and furnish. Museums are, as yet, accessible only in the large cities and coordination of museum and school instructional practices toward organized educational objectives is a denouement still devoutly to be wished in the majority of cases.

Obstacles Listed

While expense is still the chief difficulty there are other obstacles to the fullest use of aids requiring mechanical equipment. Among major difficulties involved in the use of both auditory and visual aids in schools, as reported by superintendents, is lack of materials definitely adapted to school purposes, especially of satisfactory films. There is reported also the difficulty arising from insufficient training in the use of aids on the part of teachers. Since 1936, when these data were collected, these particular problems are further on the way to solution.

An increasing number of films designated "educational" from which to choose are being prepared by different producers. There is a growing interest among teacher education institutions in courses for teachers in the use of visual aids, especially moving-picture films. An examination now under way of catalogues of State institutions whose primary or sole function is the preparation of teachers—State teachers colleges, State normal colleges, State normal universities, but not including other

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An Adventure or a Job?

by Helen K. Mackintosh, Specialist, Elementary Education



Teaching may be merely a job, or it may be an adventure, depending upon the attitude which a teacher has developed during the pre-service period or as a result of actual teaching experience. The categories suggested below are not mutually exclusive; as a group teachers tend to belong to one classification or the other on the basis of their beliefs.

Teaching Contrasts

| | |
|--|---|
| Teaching is a job. | Teaching is an adventure. |
| Problems of teaching are in general solved. | Pioneering spirit is still needed in teaching. |
| The teacher should know the answers to questions in advance. | The teacher may learn with the children. |
| The teacher's primary responsibility is to know subjects. | The teacher's primary purpose is to know children. |
| Opinions expressed by administrators or by authorities must be accepted at face value. | Teachers must think through problems and arrive at conclusions. |
| The teacher is a director of learning. | The teacher guides the learning process. |

Are the Problems Solved?

It has perhaps been too much the tendency to think that problems of elementary education are in general solved. Frequently the statement has been made that the best teaching is done at the elementary school level. But in view of recent extensive studies, at the secondary and college levels, elementary schools must continue to make progress or they will be left at the rear of the education procession.

Problems Needing Study

The teacher in an elementary school needs the spirit of the pioneer. The theorist writes and thinks in terms of occasional visits to schools in which certain aspects of teaching and learning catch his attention. The teacher can have a much broader understanding of the changes which are taking place in boys and girls as the result of the day-by-day living in which she comes to know them as individuals. There are hundreds of questions which cannot be adequately answered until teachers and children help in the process: How can each child make individual progress in various fields of experience, within the limits of time and the number of children in the group? What modifications in teaching are necessary with large classes? How large may a class become and still allow for adequate learning on the part of each child? How

can the intangibles represented in attitudes and appreciations be measured? How can children organize themselves for cooperative group work?

How can construction activities result in a product whose standard is not too high, but is not slipshod in the effort to be childlike? What evidence is there that children spell, write, and read as efficiently as did their parents? What is the relative influence of learning in the classroom and learning in the community upon elementary school children? What intermediate steps can be taken by a teacher who wants to shift from the traditional method of teaching subjects to a method which emphasizes children? How can a rural school plan its program so that the school day is not broken up into tiny compartments of experience? How can teachers secure the active cooperation of parents in organizing the school curriculum?

What research studies have you carried on in elementary education? What informal records have you kept of problems encountered or problems solved? The Office of Education welcomes reports from teachers in the field.

Suggested Methods for Studying Problems

All of these questions and more, deserve study of a sort which can be objectively recorded and made available to other teachers in other communities. The question of how the teacher is to conduct such studies and where she is to find the time, will be raised immediately. One nationally known educator suggested several years ago that classroom teachers could make a real contribution by repeating the experiments which have been carried out by other workers. People are too apt to accept the findings of a study carried on in a single situation, as being fairly conclusive. Teachers can help by piling up further records on the problems for which others have broken ground.

Reports of experiments in current magazines, in the Bibliography of Research Studies in Education published by the Office of Education, or in the publications of the American Educational Research Association may be used as guides to problems which have already been explored in some degree. And as to time, such studies should be carried on not in addition to, but as a basic part of school work.

It is entirely possible for teachers to organize their own research studies as a basis for an advanced degree, as a special problem for

which college credit is given, or as a contribution in which an interest has become a hobby. Frequently a supervisor welcomes such a study in lieu of some other type of contribution to the program for improvement of instruction. Sometimes a teachers' study group makes it possible for a number of teachers to contribute to the solution of the same problem.

The nature of the problem often determines the method of study. A daily diary record of methods used to secure group cooperation, difficulties encountered in size of class, or means used to relate the subject matter of history, geography, civics, and industrial arts into a special field such as social studies represents an interesting method of attack on school problems.

Pupil records of experience represent another type of informal study. Pupils may record in book form their problems in running a school newspaper. Here will be included copies of all issues of the paper, discussions carried on by the class in preparation for each number, and following each issue for purposes of evaluation. Such a record will emphasize learnings which children feel that they have derived from the unit. It is frequently true that children's reactions may be quite different from those of the teacher. As an illustration, a classroom teacher who had asked children to write down a few statements to tell what happened when they studied, was surprised to find one child who listed as his most important activity, "I place my feet flat on the floor so that the blood can circulate." What children think and what teachers believe that children think, may be two entirely different propositions. Any plan which makes it possible for the teacher to take pupils into her confidence will result in a school program which moves more smoothly.

Can a Teacher Be an Authority in All Subject Fields?

There are still too many teachers who believe that it is the teacher's business to know all of the answers to all the questions in advance of the children. Of course the situation in which the teacher knows none of the answers to any of the questions is equally undesirable. All teachers need to have an extensive knowledge of subject matter which can be used in meaningful situations. But they must be prepared to say frankly that they do not know, rather than to hedge on a reply.

It is equally necessary that children feel the teacher is a learner too. Children's reactions to classroom methods are represented by a child's comment in response to the teacher's

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Teaching Aids for Teachers

by Mary Dabney Davis, Specialist in Nursery-Kindergarten-Primary Education



★★★ Where may authoritative teaching aids be found at little or no cost? is a recurring question from classroom teachers. The present curriculum emphasis upon the social studies, the increased flexibility of teaching methods, the provision of equipment for motion pictures, the radio and work shops, and the extension of school responsibilities to include plans for children's out-of-school time are making new demands upon teachers. To meet these demands teachers need basic information to help build their own understanding of what is going on in the social, economic, art, and industrial world, and to increase their knowledge of the natural sciences. They need guidance in finding source and supplementary teaching materials. They need skill in selecting materials that are authentic and those that are interesting and appropriate for the ages and comprehension of their groups of children. To help supply some of these needs a fourth revision has been made of current source materials and teaching aids available from noncommercial organizations. To this has been added a summary of the publications and visual materials available from Federal Government agencies.

Other Sources

The number and variety of services offered by the organizations listed indicates a widespread interest in children, in their parents, and in the welfare and happiness of the whole community. Still other sources of instructional aids are available for teachers. These include State departments of public instruction, State universities and teachers colleges. For example *Sources of Free and Inexpensive Materials*, a bulletin in the series of Materials of Instruction, has been issued recently by the New Mexico State Department of Education; two publications of the Georgia program for the improvement of instruction describe *The Community as a Source of Materials of Instruction*, and *Natural Resources of Georgia*; the Curriculum Laboratory of Northwestern University issues a mimeographed plan for *Surveying Our Environment for Educative Materials* and Cornell University publishes *Nature Study Leaflets*.

Several professional organizations have made extensive summaries of teaching aids with such publications as the yearbooks of the Department of Elementary School Principals of the National Education Association on *Aids to Teaching in the Elementary School*, and of the Department of Supervisors and Directors of Instruction on *Materials of Instruction*.

Local branches of many of the national

organizations listed in the directory which follows have contributed materials for local use as illustrated by a motion picture of toys for young children, especially helpful for a parents' meeting, produced by the Clarksburg, W. Va., branch of the American Association of University Women. Materials are also available from many local museums of science and art, such as the packet of colored prints of early Indian pottery from the Logan Museum in Beloit, Wis.

Current professional literature is providing guides to teaching aids—for example, *Visualizing the Curriculum* by Hoban, Hoban and Sisman, Gertrude King's *World Friendship: A Bibliography: Sources of Educational Material*—and the series of books on enriched teaching of high-school subjects from the Bureau of Publications of Teachers College, Columbia University.

Nature of Materials

Many commercial and industrial organizations provide descriptions of local and Nation-wide trade conditions and of the production and use of coal, lime, sand, and other materials, of the processes of making steel, rubber, and other commodities and of the procedures in operating trains, boats, airplanes, and other public services.

The general nature of the publications and visual materials offered by the organizations and agencies listed in the directories, is indicated by the column headings. More specific information is given in the catalogs offered of titles, pictures, and exhibits.

For the Federal agencies there are several sources of detailed information: (1) a comprehensive list of Government publications which may be purchased for 25 cents from the Government Printing Office, (2) catalogs available without charge from the information, publications or extension offices of the different departments and services, and (3) current lists of publications from specific bureaus and offices.

An initial study of the general organization of the Federal Government and of the functions of its departments, bureaus, and services would reveal possible sources for special types of material which may be desired. For this purpose an organization diagram of Government departments and services is available from the Bureau of Reclamation, of the United States Department of the Interior. Descriptions of functions are given in the annual reports of the secretaries in charge of different departments, in the periodic reports of those in charge of bureaus and services, and in special circulars, and leaflets as indicated in the directory under "Description of Functions."

Suggested Use

Examples from the wealth of materials available have been grouped about some of the school's curricular and extracurricular activities. Whereas this grouping suggests possible uses of the materials it does not imply that all sources of teaching aids are represented or that the services are necessarily limited to the areas listed. The numerals and letters placed in parentheses indicate some of the sources for the materials mentioned and correspond with the enumeration in the directories of noncommercial organizations (numerals) and of Government agencies (letters and numerals).

Auditorium programs: Dramatizations (6, 37, 42), National and State parks (D1, D6), CCC (H), travel (C1, D6), housing developments (H), humane day (10), birds and flowers (32, 52), labor day (G1), illustrated art lectures (5).

Clubs, hobbies, and recreation: Band of Mercy (10), Junior Red Cross (11), Junior Astronomy Club (14), Knighthood of Youth (34), Junior Safety Council (43), Safety Patrols (3), Pathfinders (46), Woodcraft Tribes (49), boys' and girls' clubs (20, 21, 28, E1a-E2a), reading (12, 19, 23, D3), woodcraft (20, 21, 49, F1, F2), sculpture (5, 20, 21), archeology (D1), stamps (20), leatherwork (21), photography, care of "hobby horses" (30), music, drama, camping (42), national forests (E2a).

Health and hygiene: Nutrition (9, 23, 26, 34, E1a, G4), height, weight and other records (21, D3, G4), hygiene and sanitation (13, 34, 40, 45, A3, D3).

International understanding: (1, 4, 11, 23, 29, 37, 39, 52, C1, D3).

Natural science: Nature trails (14, 20, 21, 49), earthquakes (8), minerals (14, D1, D7), insects (E2a), birds and animals (10, 14, 16, 32, D1, E2a), forests (6, 22, E2a), astronomy (14, 21), fish and water plants (F5), weather conditions and trade winds (E2a, D1), specialized crops (D5).

Safety education: Swimming and life saving (20, 21, E2a), traffic (3, 28, D7), light-houses (F6), accident prevention (3, 15, 43, G1), forest fire prevention (6, E2a).

Social studies: Conservation—fish (F5), flowers (51), forests (E2a), soil—cover crops, terracing, flood and headwater control, irrigation and dams (D1, D3, D5, E4, H); consumer's

"guide" and services (E3a), consumer's "quiz" (25), the woman shopper (G5); Indian life and recent excavations (14, 39, 49, D1); economic trends and movements of population (38, 50, A1, A2, D3, H, I), industries—sugar, wool, etc. (D1), combustion engines, oil gushers (D7), marketing (E2a), standards and units of weights and measures (F4); pulp and paper making, uses of hardwoods (F2, F3) furs-seals (F5); industrial problems—labor statistics, pay rolls and costs of living (G3), child labor (G4), women in industry (G5); maps—base, outline, contour, geologic—coal, gas, oil—and topographic (D4, F7), exploration,

discovery, research (8, 37), culture areas (14), historical (D6), standard symbols for government maps (D4).

Parent and teacher study topics: The American family (1), Know Your School (D3), parents problems (23, 36, 47, D3), guidance problems (2, 7, 17, 18, 19, 24, 31, 35, 41, 44, 48, B1, B2), current economic problems (25, 50, D3, H, I, G2, G3).

Catalogs of publications and visual materials are available from many of the organizations and agencies. A careful study of these will indicate the types of materials available

and the general topics covered. When making requests for information or for materials it is desirable to specify the age level of the group to be served and the subjects or school activities for which supplementary materials and teaching aids are needed. It is also helpful to obtain specific directions before placing orders.

Symbols in the following directories may be read as follows: F=for free distribution; C=a charge is made; S=single copies free but quantities must be purchased; L=for loan. Footnotes give more specific information for individual organizations and agencies.

Teaching Aids Available from Government Agencies

(Notices of current publications appear each month in *SCHOOL LIFE*, the official journal of the Office of Education)

| Agencies | Publications | | | | Visual materials ¹ | | | | Other material |
|--|--------------|--------------------------|----------------------|--------------------------------|-------------------------------|---------------------|-------------|---------------------------------|---|
| | Periodicals | Description of functions | List of publications | Bulletins, leaflets, memoranda | Motion pictures | Stereopticon slides | Film strips | Posters, pictures, charts, maps | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| A. Department of the Treasury: 1. Division of Research and Statistics..... 2. Public Debt Service..... 3. Bureau of Public Health Service..... 4. Bureau of the Budget..... | | | | | | | | | Summary History of United States Money (F). Circulation Statement of United States Money. Issued monthly (F). |
| B. Department of Justice: 1. Federal Bureau of Investigation..... 2. Bureau of Prisons..... | | | | | | | | | |
| C. Department of the Navy: 1. United States Navy Recruiting Stations..... | | | | | | | | | |
| D. Department of the Interior: 1. Division of Motion Pictures..... 2. Office of Indian Affairs..... 3. Office of Education..... 4. Geological Survey..... 5. Bureau of Reclamation..... 6. National Park Service..... 7. Bureau of Mines..... | | | | | | | | | Enrollments in Indian schools (F). Sample books of report cards and cumulative records (L). Descriptive diagram of Government departments and offices (C, S). |
| E. Department of Agriculture: 1. Office of Information: a. Division of Publications..... 2. Extension Service: a. Division of Motion Pictures..... b. Division of Visual Instruction..... 3. Agricultural Adjustment Administration: a. Consumers' Council Division..... 4. Soil Conservation Service..... | | | | | | | | | Bibliographies—Consumer's Bookshelf; Cooperative Bookshelf (C). Regional Division maps (F). |
| F. Department of Commerce: 1. Division of Publications..... 2. Bureau of Foreign and Domestic Commerce..... 3. Division of Forest Products..... 4. National Bureau of Standards..... 5. Bureau of Fisheries..... 6. Bureau of Lighthouses..... 7. Coast and Geodetic Survey..... | | | | | | | | | Obsolete nautical and aeronautical charts (F). |
| G. Department of Labor: 1. Division of Publications and Supplies..... 2. Division of Labor Standards..... 3. Bureau of Labor Statistics..... 4. Children's Bureau..... 5. Women's Bureau..... | | | | | | | | | Exhibits. |
| H. The National Emergency Council..... | | | | | | | | | Bibliographies and reprints of articles on the educational use of motion pictures and study guides for the documentary films, <i>The Plow That Broke the Plains</i> and <i>The River</i> (F). |
| I. National Resources Committee..... | | | | | | | | | Regional planning books and maps (C). |

¹ All visual materials are for both adults and children unless otherwise indicated.

Motion pictures, film strips, and stereopticon slides:

L = Borrower pays transportation.

C = Borrower also pays a service charge.

Motion pictures: Silent only unless (2) or (10) is indicated.

A special directory of U. S. Government films and a film chart on which are listed Government agencies distributing films and film study aids, are available from The National Emergency Council free of charge.

² Both silent and sound pictures.

³ Descriptive catalog free.

⁴ Projector sometimes available.

⁵ Both 16 mm and 35 mm.

⁶ Available for purchase.

⁷ Adults only.

⁸ General map information circular.

⁹ Available only to school libraries.

¹⁰ Sound only.

¹¹ Purchase only.

Teaching Aids Available From Professional and Noncommercial Organizations

| Organizations | Publications | | | | | | | | Visual materials ¹ | | | | | | Other materials |
|---|----------------|-------------------------|-----------------------|---|-----------------------|------------------------------------|---|--|--|--|----------------|----------------|----------------|-------------------------------|---|
| | Periodicals | Book lists for children | Book lists for adults | Bulletins, leaflets, study outlines, for adults | Booklets for children | Directions for children's handwork | Directions for plays, games, pageants, etc. | Individual record cards, diaries, etc. | Motion pictures | Stereopticon slides | Film strips | Posters | Pictures | Exhibits | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 1. American Association of University Women, 1634 Eye St. NW., Washington, D. C. | C | C | C | C | | | C | | | | | | | | |
| 2. American Association to Promote the Teaching of Speech to the Deaf, 1537 35th St. NW., Washington, D. C. | C, S | F, C | F, C | F, C | | | | C | | | | F ² | | F ² | Material for parents of preschool deaf children. |
| 3. American Automobile Association, Mills Bldg., Washington, D. C. | | | | F, C | F, C | F | S, C | F | L ^{3, 4} | | L ² | F ⁴ | | L ² | High school text in traffic safety and automobile driving. Standard rules for Safety Patrols. Drivers' tests and blueprints for tests. |
| 4. American Council of the Institute of Pacific Relations, 129 East 52d St., New York, N. Y. | C | C | F, C | F, C | | | | | C ³ | | | | | | |
| 5. American Federation of Arts, Barr Bldg., Washington, D. C. | C | | | F, C | | | | | | C | | | | F, C | Reference guide for high-school teachers and students; Teachers' monographs. |
| 6. American Forestry Association, 1713 K St. NW., Washington, D. C. | C | | F | F | | | C | | | | | F | | | |
| 7. American Foundation for the Blind, 125 E. 46th St., New York, N. Y. | C | | F | F, C | | | F | | | | | | | | |
| 8. American Geographical Society, Broadway at 156th St., New York, N. Y. | C | | C | | | | | | | | | | | | List of publications. |
| 9. American Home Economics Association, 620 Mills Bldg., Washington, D. C. | C | | C | C | | | C | | | | | | | | Simplified material on family life education (L). |
| 10. American Humane Education Society, 180 Longwood Ave., Boston, Mass. | C, S | F | F | F, C | C | | C | | C ³ | L, C | | F, C | | L | |
| 11. American Junior Red Cross, Washington, D. C. | C | | | F | | F | F | | | | | F ⁴ | F ⁴ | F ⁴ | List of publications. |
| 12. American Library Association, 520 N. Michigan Ave., Chicago, Ill. | C | C | C | C | | | | | | | | | | | |
| 13. American Medical Association, 535 N. Dearborn St., Chicago, Ill. | | | F | C | C | | C | | | | | C ² | C ² | | |
| 14. American Museum of Natural History, 77th St. and Central Park West, New York, N. Y. | C ⁶ | | | C | C | C | | | C ³ | { L ^{7, 8} C ^{7, 8} | | | C | L ⁸ | Price list of slides, prints, and popular publications. |
| 15. American National Red Cross, Washington, D. C. | C | | F, C | F, C | | | | | | | | F ² | | | |
| 16. American Nature Association, 1214 17th St. NW., Washington, D. C. | C | | | F, C | C | | | | C ⁵ | | | | C | | |
| 17. American Social Hygiene Association, 50 W. 50th St., New York, N. Y. | C | | F | F, C | | | | | C ^{3, 7, 8} | C ⁷ | C ⁷ | L ⁷ | | L ⁷ | |
| 18. American Society for the Hard of Hearing, Inc., 1537 35th St. NW., Washington, D. C. | C | | C | C | | | | | | | | C ² | | C ^{1, F⁴} | Proceedings of biennial conference containing papers by physicians, teachers, and social-service workers. |
| 19. Association for Childhood Education, 1201 16th St. NW., Washington, D. C. | C | C | | F, C | | | | | { L ^{2, 5} C ^{2, 5} | | | | | | List of publications. |
| 20. Boy Scouts of America, 2 Park Ave., New York, N. Y. | C | C | | | C | C | C | | | | | | | | |
| 21. Camp Fire Girls, 41 Union Square, New York, N. Y. | C | F | F | C | C | C | C | | | | | | | | Bibliographies, source material and programs for Christmas. Indian lore and nature study materials. |
| 22. Charles Lathrop Pack Forestry Foundation, 214 16th St. NW., Washington, D. C. | C | | | | | | | | | | | | | | |
| 23. Child Study Association of America, 221 W. 57th St., New York, N. Y. | C | C | C | C | | | | | L ^{2, 5} | | | | | | List of publications. |
| 24. Child Welfare League of America, Inc., 130 E. 22nd St., New York, N. Y. | C | | | C | | | | C | | | | | | | Health program for children in foster care. |
| 25. Consumers Union of United States, Inc., 55 Vandam St., New York, N. Y. | C | | | F | | | | | | | | | | | |
| 26. Elizabeth McCormick Memorial Fund, 848 N. Dearborn St., Chicago, Ill. | | | F | C | | | | C | | | | | | | |
| 27. Family Welfare Association of America, 130 East 22nd St., New York, N. Y. | C | | | | | | | | C ^{2, 3, 7, 9} | | | | | | |
| 28. Girl Scouts, Inc., 14 W. 49th St., New York, N. Y. | C | | C | | | | | | | | | | | | Handbook for leaders includes directions for games, handwork, etc. (C). Foreign and religious titles. List available. |
| 29. Harmon Foundation, 140 Nassau St., New York, N. Y. | | | | | | | | | C ^{2, 8} | C | | | C | C | |
| 30. Leisure League of America, 30 Rockefeller Plaza, New York, N. Y. | | | | C | | | | | | | | | | | |
| 31. National Association for Nursery Ed'n., 71 East Ferry St., Detroit, Mich. | | | C | C | | | | | | | | | | | "Conference Proceedings," biennially. |
| 32. National Association of Audubon Societies, 1775 Broadway, New York, N. Y. | C | F | F | F, C | | | | | L ^{1, C²} | C | | C | C | C | |
| 33. National Association of Day Nurseries, Inc., 122 East 22nd St., New York, N. Y. | | | | C | | | | C | | | | | | | |
| 34. National Child Welfare Association, 70 Fifth Ave., New York, N. Y. | | | | | C | | | | | | | C | | | List of publications. |
| 35. National Committee for Mental Hygiene, 50 W. 50th St., New York, N. Y. | C | | C | C | | | | | | | | | | | |
| 36. National Congress of Parents and Teachers, 1201 16th St. NW., Washington, D. C. | C | | | C ¹⁰ | | | | | | | | | | | |
| 37. National Council for Prevention of War, 532 17th St. NW., Washington, D. C. | C | F | F | C | C | C | C | | | | | C | C | L, C | |
| 38. National Education Association, 1201 16th St. NW., Washington, D. C. | C | F | F | F, C | | | | | | | | | | | Lists of year books and other publications including educational week packets used by the several departments and divisions of the N. E. A. |

Teaching Aids Available From Professional and Noncommercial Organizations—Continued

| Organizations | Publications | | | | | | | | Visual materials | | | | | | Other materials |
|--|--------------|-------------------------|-----------------------|---|-----------------------|-------------------------------------|---|--|--|---------------------|-------------|----------------|----------------|---------------------------------|--|
| | Periodicals | Book lists for children | Book lists for adults | Bulletins, leaflets, study outlines, for adults | Booklets for children | Directions for children's hand-work | Directions for plays, games, pageants, etc. | Individual record cards, diaries, etc. | Motion pictures | Stereopticon slides | Film strips | Posters | Pictures | Exhibits | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 39. National Geographic Society, 16th and M Sts. N.W., Washington, D. C. | C | | F | | | | | | | | | | C | | Packets of back numbers of the National Geographic magazine in lots of 10 (C). |
| 40. National Organization for Public Health Nursing, 50 W. 50th St. New York, N. Y. | C | | | C | | | | | | | | | | | |
| 41. National Probation Association, 50 W. 50th St., New York, N. Y. | C | | F | F, C | | | | | | | | | C ¹ | | Delinquency prevention through a coordinating council. |
| 42. National Recreation Association, 315 Fourth Ave., New York, N. Y. | C | | C | C, S | | C, S | C, S | | | | | | | | Correspondence and consultation service. |
| 43. National Safety Council, 20 N. Wacker Drive, Chicago Ill. | C | F, C | F, C | F, C | C | C | C | C | | | | C | | L ² | |
| 44. National Society for the Prevention of Blindness, 50 W. 50th St., New York, N. Y. | C | | | F, C | C, S | | | C | L ^{2,3} | L ² | | C ⁴ | | L ² | |
| 45. National Tuberculosis Association, 50 W. 50th St., New York, N. Y. | C | | C | C | | | C | | | | | C | C | C | |
| 46. Pathfinders of America, Inc., 314 Lincoln Bldg., Detroit, Mich. | C | C | C | C | | | | | | | | | | | |
| 47. Progressive Education Association, 310 W. 90th St., New York, N. Y. | C, S | | F | F | | | | | L ^{2,3,4} C ^{2,3,4} | | | | | F ¹ , C ² | Books for teachers and parents. |
| 48. The International Society for Crippled Children, 800 Lorain County Bank Bldg., Elyria, Ohio. | C | | F | L ¹¹ | | | | | L ⁸ | | | L | | F | Books loaned, small fee and transportation charged. |
| 49. The Woodcraft League of America, Inc., Santa Fe, N. Mex. | | F | F | C | C | C | C | | | | | | | | |
| 50. Twentieth Century Fund, 330 W. 42d St., New York, N. Y. | | | F | F, C | | | | | | | | F ² | | F | Books (C). |
| 51. Wild Flower Preservation Society, Inc., 3740 Oliver St. N.W., Washington, D. C. | C | C | C | C | C | | C | | C ² | C | | C | C | | |
| 52. World Peace Foundation, 40 Mount Vernon St., Boston, Mass. | | | F | F, C | | | | | | | | F, C | | | Auxiliary textbook material on current international problems. |

¹ All visual materials are for both adults and children, unless otherwise indicated.

Motion pictures, stereopticon slides and film strips:

L = Borrower pays *Transportation*.

C = Borrower also pays a *Service Charge*.

Motion pictures: Silent only, unless (S) is indicated.

² Adults chiefly.

³ 16 mm and 35 mm.

⁴ Children chiefly.

⁵ 16 mm.

⁶ 3 periodicals.

⁷ Available for purchase.

⁸ Only for New York city public schools.

⁹ Both silent and sound pictures.

¹⁰ Many available as a service for local P. T. A. organizations.

¹¹ Transportation paid by borrower.

Training of Camp Educational Advisers

(Concluded from page 137)

and met and the training of advisers supplemented.

Direct supervision and inspection plays a large part in the training of the advisers. The function of instruction is definitely recognized as coordinate with inspection. This supervision is carried out by corps area educational officials, district educational advisers, and subdistrict or sector inspector-instructors of the Army. The latter two operate usually upon a regularly scheduled basis. Their duties are comparable to public-school supervisors.

Publications of the CCC Office of Education and the corps area and district headquarters play a large part in the training of camp advisers. In these publications, it is sought to supplement and amplify the policies and regulations which govern the work of the advisers. The office of the Director of CCC Camp Education has been sending out an educational advisers' letter. Five corps area

headquarters publish monthly magazines dedicated to the professional problems of the camp advisership. Several district headquarters publish weekly papers or bulletins devoted to education.

Camp advisers are encouraged to carry on personal study in the fields of education related to their duties by subscribing to professional magazines and taking correspondence courses. Borrowing privileges with various libraries are secured for advisers. In some instances, advisers have been granted brief periods of leave in order to complete requirements for higher degrees.

Group conferences or training schools are held on an annual or more frequent basis for corps area advisers, for district advisers of a corps area, and for all camp advisers of a corps area, district, or a subdistrict. These conferences and schools usually are held for a 10-day or 2-week period, using the facilities of a cooperating college or university. The programs of these meetings are made up by educational officials of the Civilian Conservation Corps, though universities and colleges contribute many instructors in the various fields.

A typical training school for camp advisers

was that held last summer by officials of the First Corps Area, at Massachusetts State College, Amherst. In addition to a number of group conferences, three special groups of courses were offered: Two groups dealing with the theory of education and one group with shop work. Each adviser was required to select one course from each of the three groups. Groups one and two dealt with (a) current teaching problems, (b) securing and relating occupational information, (c) socialized education, (d) elements and mechanics of guidance, (e) tests and measurements, and (f) guidance seminar. The third group included: (a) Carpentry and wood lathe, (b) forge and metal lathe, and (c) industrial arts. A direct outgrowth of this conference was the organization of the advisers of the corps area into the First Corps Area Guidance Association which has sought and secured affiliation with the National Vocational Guidance Association.

In keeping with the principle of decentralization which obtains in the Civilian Conservation Corps, the in-service training of camp educational advisers has been decentralized insofar as decentralization is consonant with good administration, in order that special problems may be met more intelligently.

Parent Education Opportunities

by Ellen C. Lombard, Specialist in Parent Education

★★★ At least 24 colleges and universities opened their classrooms for parents, for teachers, or for group leaders to study in the field of *child development and parent education* the past summer. In the schedules there were courses, seminars, conferences, institutes, short courses, or forum sessions. Some of these were offered at the graduate level and others were open to undergraduates.

Each year when teachers and others desiring to study, plan their summer schedules they naturally look about to see what may best serve their needs. The following review indicates in a measure the types of courses from which parents, teachers, and leaders of study groups made their choices.

Two women's colleges, Vassar and Mills College, offered courses and special opportunities for parents. Three courses in child development were open at Mills College in addition to a series of lectures on practical aspects of child management which was given during the summer session for parents of children enrolled in the classes for children. All courses at Mills College were open to teachers and parents.

At Vassar, the Institute of Euthenics offered instruction at the graduate level to both parents of children from 2 to 10 years old who were enrolled in the children's school. Husbands who were unable to register for full-time work were enrolled for part-time. The work for parents and for other students of child development centered in the children's school where parents were permitted to observe the activities of the children and the techniques of the experts in charge of the school, and to participate in some of its activities.

Members of the faculty set up individual programs that were intended to meet specific needs of parents and teachers.

Some of the larger universities again offered summer school opportunities to parents, to leaders in parents groups, to teachers and to school administrators to work together in the classroom on the problems that concern all of them. At Columbia University credit courses were open specifically in the field of parent education. Methods and materials in parent education were evaluated, group discussions and consultations were carried on under expert leadership; a course in problems of home-school relationships was given in which present methods of cooperation were evaluated. Because it is important for parents as well as teachers to observe experts when they handle children and by what methods they solve some of the problems of behavior, of attitudes and of habits, Columbia provides nursery schools where children play under ideal conditions, and where students, including par-

ents, observed and participated under expert supervision.

In addition to three courses in parent education offered last summer at Columbia there were courses in education and in adult education open by which students rounded out their programs.

Courses at the graduate level in child development and parent education were the type of opportunity offered at the Iowa Child Welfare Research Station of the State University of Iowa. The courses continued 8 weeks and covered many aspects of child development, such as child behavior and personality, mental hygiene of the child, physical growth of the child, advanced preschool education genetics, methods of physical measurement, research in child welfare, child study and parent education, and related subjects. The preschool laboratories at Iowa University are established as necessary features for the students in training.

The Iowa Child Welfare Research Station cooperated with the Iowa State Council for Child Study and Parent Education, Iowa State College of Agriculture and Mechanic Arts, and Iowa State Teachers College in a 3-day conference program on the guidance of the child which was open to all persons interested in childhood. This was the twelfth meeting of its kind to be held at the university. Experts were brought from distant places to discuss such subjects as, *Why Children Go Wrong, Behavior Problems of the Normal Child, The Role of Parents and Teachers in Guiding Children, How Tribal Customs Affect Child Behavior, How Parents May Effectively Influence School Practice, What Parents Should Know About Their School Systems, and Some New Light on the I. Q.*

The conferences on social education and early childhood education at Stanford University during the summer brought together representatives of professional and lay groups for discussion of many aspects of social education and the growth needs of children. At the forum sessions topics emphasizing parent participation in social education and education for home responsibility were discussed by experts.

Many large universities have cooperated with parent-teacher groups in organizing and conducting institutes annually. Last summer there were 500 persons registered at the Cornell University Institute. Classes in parent education, in the techniques of home and school cooperation, and lectures on many subjects constituted the 5-day program.

At the University of Minnesota summer school a course in parent education was given. A part of the course was concerned with the place of parent education in adult education, the aims and history of the movement for

parent education, qualifications of leaders, and sources of materials. A large proportion of the time, however, was given to methods and practice in discussion groups. Methods used by the university were: Lecture, individual conference, writing answers to parents' questions, short talks on assigned topics, the subgroup method, and the real discussion group.

It was stated that because of the lack of a common background of education, or of experience with children, the plans included various devices and a variety of material to be used in this program.

The State Universities of Arkansas; Colorado; Florida; New Hampshire; Maryland; Oklahoma, and the Oklahoma Agricultural and Mechanical College; South Dakota; Vermont; Washington; North Carolina, including the Woman's College; Bucknell and Yale Universities; West Virginia; Massachusetts State College; Pennsylvania State College; and Alabama College, held joint meetings with parent-teacher organizations during the summer sessions which varied in length from 2 to 5 days.

Many teachers colleges and normal schools, as well as universities, held conferences or short courses, or institutes, for parent-teacher work, and parent education, such as Ball State Teachers College (Ind.), and several Texas State teachers colleges.

No attempt has been made to describe here all the offerings of institutions in the field of parent education or of parent-teacher cooperation that attracted parents, leaders, and teachers last summer to colleges and universities, but there are some suggestions for students whether they are teachers or parents who are already beginning to plan study for another year.



Negro History Week

The annual celebration of Negro History Week will be held from February 5 to 12, 1939. This celebration is sponsored by the Association for the Study of Negro Life and History, for the purpose of stimulating greater interest in the study of the life and history of Negroes and their contributions to civilization.

This particular celebration aims to emphasize the need for cooperation among educational institutions in furthering a Nation-wide movement to give all American children an opportunity throughout the year to obtain accurate information about the thought, achievements, and aspirations of Negroes. It is hoped through this means to foster better interracial relations, to develop racial tolerance, and to promote the cause of democracy.

Socializing Experiences in Conservation

by Effie G. Bathurst, Specialist in Curricular Problems, Division of Special Problems

★★★ Teachers believe that pupils should engage in many school activities in the community outside of the schoolroom. Such activities afford socializing experiences and thus help children develop understanding of community problems, ways of thinking, and habits of action which make them more valuable members of a democratic society.

One of the most important community problems which children study nowadays is the conservation of natural and human resources. Excursions are planned for the study of trees, flowers, forests, soil, minerals, historical monuments. Pupils are sent to parks, woods, roadsides, farms, museums, and social institutions for information to supplement their textbooks. Classes are encouraged to build sanctuaries, transplant flowers, and beautify roadsides near the school. In fact, there is something children can do regarding the conservation of virtually every natural resource.

Two factors increase the socializing value of conservation experiences, as of other community experiences. They are the teachers' technique in helping children use the resources of the community to the best advantage in their study and appropriate selection of activities.

Good Teaching

Skillful technique is especially desirable in establishing purposes and plans and making assignments. In arranging for an excursion to study conservation in a park, for example, it is important that the teacher lead the pupils to the point where they need an excursion to understand their problem or to secure information to carry on an activity, and then help them plan what to observe and study.

A mistake that teachers sometimes make in the use of "community resources" in teaching is to assume entire responsibility for plans and assignments rather than stimulate the pupils to desire information and help them make plans to secure it.

When this mistake is made children's experiences in the community outside of the school are apt to consist of carrying out assignments of the teacher which are just as unlife-like as formal textbook lessons with no application to the lives of boys and girls. The children learn the facts assigned for study, but they do nothing with them. They neither participate in activities planned by community agencies, nor plan activities; and stereotyped study, even though it deals with social institutions, has little value in helping pupils understand the significance of social problems, think clearly and critically about them, or do something to solve them.

Activities Important

Appropriate selection of activities is as important as the teacher's technique. Conservation activities selected for curricular experiences should be those in which the pupils can be led to see social or personal value and in which they can participate. Some teachers of social studies believe that to have socializing value for the pupils' activities should be useful to the community. They would have as many as possible of the children's curricular activities of the socially useful type.



The children are building pens in which to rear quail and pheasants for release in surrounding country.

Other teachers advocate a balanced educational program, including but not wholly comprised of socially useful activities. They believe that the curriculum should be lifelike and call attention to the fact that life is not made up entirely of activities useful to society at large. It includes many in which the individual has personal interest only. These teachers regard as socially useful, activities which the children consider of value to their group as well as those which are useful to society.

Suggested Activities

The following list of activities for the conservation of natural resources includes those in which boys and girls can see value for their own group, for society at large, or for themselves as individuals.

Community surveys.—Boys and girls can make an inventory of the natural resources of their community and of the conservation activities in progress, and discuss programs for further conservation.

For example, they can list the kinds of birds which are common in the community and others which are seen only now and then. They should learn where bird sanctuaries have been established and note the kinds of birds protected. They can plan means to protect and attract more birds which especially need protection.

Harmless wild animals may be observed and listed. A campaign perhaps will be needed to provide food for certain rare animals and prevent needless hunting and trapping.

Few citizens know what wild flowers exist in their communities nor how fast even the common varieties are disappearing. Children can perform a service in finding patches of wild flowers in the community at different seasons of the year and in informing the community about desirable ways of conserving them.

It is important that pupils learn to appreciate the Nation's need for conservation of the soil. Interviews with farmers who are engaged in protecting the soil will give children one viewpoint. Interviews with farmers who are not conserving their soil are sometimes useful in getting the other side of the question or in understanding the general problem which the Nation faces in establishing a conservation program. Making maps of soil-conservation projects in the community is interesting and helpful.

Junior clubs.—Conservation clubs are helpful in encouraging the continuation of curricular activities after school hours and on weekends and during vacation. They can be organized according to the interests of the pupils.

Some boys and girls enjoy belonging to bird clubs. The activities in which such clubs engage are numerous. They can learn to identify birds and bird nests, study about the kind and amount of food consumed by different birds, study nesting habits, build blinds and observe interesting incidents in the family life of certain birds, and construct feeding stations.

In rural communities several boys may wish to organize a group as a junior wildlife society, elect junior game wardens, and work definitely to discourage promiscuous trapping of furbearers rare in the community, and wanton destruction of fish.

Wild-flower clubs find many things to study and many needs for conservation activity. The members should learn to identify wild flowers and plants of the community. Soil conditions can be studied, and rare varieties of flowers transplanted. Flower trails should be established and posters erected in fields, woods, or parks where wild flowers grow.

Sanctuaries, wild-flower gardens, nature trails.—In woods or fields wildlife sanctuaries can be established by providing shelter required by native birds and animals. Study is necessary to learn what grasses and shrubs are useful for food and shelter. Plants must be selected according to soil and moisture conditions and preferences of the birds to be attracted. Artificial shelters of brush or sticks can be built when there is not sufficient plant growth for protection.



A wild-flower garden on the school ground is a never-ending source of interest and study which may lead some pupils to plant wild-flower gardens at home. Many trips to places where wild flowers bloom are necessary to learn which are native and what kind of soil they need. In the spring and summer, the flowers can be transplanted in the school garden provided they are set in soil similar to that from which they are taken. In summer and autumn seed of some flowers can be gathered and kept for sowing at convenient times.

Nature trails in woods, fields, or parks are sources of pleasure to pupils and community. Work and study are required at first to discover and identify the plant and animal life in the place chosen for the trail. Ingenuity and creativeness are necessary to make interesting signs and posters. But when a trail is well established, children and adults who love nature enjoy its beauty and profit from the information it contains. Their interest is increased when those in charge solicit information about new plants, rare birds, woodchucks' holes, dusting beds of quails, rabbits' haunts, animal tracks and trails in newly fallen snow, and other interesting items for which signs or posters should be made.

Materials Available

Materials to aid teachers in developing the activities suggested are listed in the following bibliographies available from the Office of Education as long as the supply lasts:

Good References for Conservation Education in Elementary Schools, Bibliography No. 70, 1938.

Good References for Conservation Education in Secondary Schools, Bibliography No. 55, 1938.

Good References on Conservation of Trees and Forests for Use in Elementary Schools, Bibliography No. 71, 1938.

Good References on Conservation of Birds, Animals, and Wild Flowers for Use in Elementary Schools, Bibliography No. 72, 1938.

Information regarding the teaching of conservation is contained in Conservation in the Education Program Bulletin 1937, No. 4, available from the Superintendent of Documents, United States Government Printing Office, Washington, D. C., for 10 cents.

An Adventure or a Job?

(Concluded from page 143)

suggestion that they find out how blueprints are made. The youngster said, "Why don't you tell us. You knew all the time about how city water is purified, and you just made us the work of finding out." Many times the fact that the teacher is learning with the children gives zest to the attack on the problems to both the teacher and the children. The teacher is better able to put herself in the position of other members of the school group as they approach problems for the first time. Such a situation offers one of the best opportunities to develop cooperative group work.

No amount of subject matter will secure successful learning if the teacher does not know the powers and limitations of the children in her group. What are the child's special interests? Home conditions? Relations to other children? Attitude toward learning? Special abilities? Health habits? Recognized disabilities? Previous school record? Such a list may be increased to cover every phase of the child's personality and environment.

Shall a Teacher Reach Her Own Conclusions?

The printed or spoken word of authority often embarrasses teachers. They feel that because an opinion has been expressed in writing or verbally by an administrator or by a well-known educator, the point of view must be adopted. Unfortunately certain administrators may give teachers this impression. The present educational order calls for a teacher who is open-minded toward new ideas, but who comes to her own conclusions on the basis of thinking and discussion as a follow-up to reading or listening. The teacher who says, "I don't use sand table construction because I know *you* don't like it," has allowed herself to follow false gods. She must either adopt or reject a learning procedure, because she genuinely believes in it. Administrators must make it possible for this type of teacher to continue in the profession.

Is the Teacher To Be Director or Guide?

To contrast the relation of the teacher to the learning situation, she is sometimes a director with orders to be followed, but more desirably a guide who aids children in the acquisition of learning. It is hoped that the "turn, stand, pass" variety of teacher has had her day and has moved out of the picture. There are intermediate steps to be taken before the teacher becomes in the truest sense a guide to learners. The teacher in this relationship gives children the opportunity to plan with her the events of the school day on the basis of large blocks of time devoted to related subject fields such as language, arts, social studies, tool subjects,

creative and recreational experiences. The teacher does not lose sight of the fact that over a given period of time all subject fields will receive attention, that reading will receive its fair share of emphasis, that writing and spelling will not exceed the limits established by scientific investigations, and that no area of experience will be slighted. The teacher-guide makes use of experiences outside as well as inside the classroom; with children's help she discovers a wealth of concrete materials that make learning vital; she gives children the opportunity to take coresponsibility in planning, carrying out, and evaluating learning experiences; she discusses with children the quality of the work which they have done individually and as a group and instead of making reports to parents, which are a deep dark secret insofar as children are informed, considers the report as a joint effort to state fairly the child's successes and failures.

Is it possible in a public school to develop such a learning situation as the one described? There are many illustrations of such practice to be found in various public schools throughout the country. Of course no teacher can jump from the traditional method of teaching subjects into a changed set-up without taking some intermediate steps. She can make beginnings in a number of ways. In the first place, children may be given the experience of planning some part of the school day such as a Poem Parade or a school excursion. They may evaluate an assembly program, listing "Things We Did Well" and "Things Which We Can Improve." Children can take responsibility for building a bibliography of books and other materials to answer a specific social studies problem such as, How Did the Pioneers Prepare Their Food? Then they may branch out into more comprehensive planning of a unit possibly in elementary science in which in answer to questions raised by individuals, the group sets up a series of problems on How Electricity Influences Our Living. The group suggests methods of work, materials for learning, and ways in which information can be used. Sometimes an opportunity may be given children to join voluntarily a group which is organizing an individual plan for remedial work in arithmetic. Such a plan if carried out in a way that enables children to see their difficulties and their needs, rapidly spreads to the entire group. Substituting new methods for old is a gradual process. For that reason, records of ways in which teachers modify their programs are of great value to other workers, not because they set a pattern, but rather because they show that changes are possible and desirable.

The problems which have been implied or examined specifically in this discussion are only a few of the many that are currently in evidence wherever elementary school teachers meet in a professional way. If the solution to these problems can be approached as an adventure and not as a job, the teacher will enjoy her pioneering as an individual and personal experience.

Education of Girls in an Industrial Society

by Maris M. Proffitt, Educational Consultant and Specialist in Industrial Education

★★★ The Salic law of medieval France excluded women from the throne of that country; the Constitution of the United States until recent years denied women the right of suffrage; and the present programs of our schools fail to provide for the education of girls in industrial subjects in a way that is commensurate with conditions obtaining in their environment. This failure is so pronounced that the question may well be raised as to whether we look forward or backward when selecting curriculum subjects for the adjustment of girls to society. Even though commercial subjects have been extensively added during the past generation and education for homemaking is now included as a separate curriculum in many schools, the influence of tradition upon our curriculum is nowhere more evident than in courses generally pursued by girls.

This situation obtains regardless of the fact that our girls, as well as our boys, live in a society, the predominant element of which is industry—industry characterized by the power-driven machine. The development of the machine and its varied uses and the production of power and its universal application are determining as no other factor does, the pattern of our civilization. For example, a labor-saving machine is invented and thousands of persons are thrown out of employment with the result that a social practice must be formulated to aid in the readjustment of these persons to a state of economic independence; a machine for more rapid transportation is perfected and communities are merged and community objectives and social attitudes are changed; a machine for improved communication of intelligence is installed and consciousness of social relationships is quickened the world over; a machine for providing artificial illumination is developed and social habits are modified; a machine for making and reproducing pictures comes into general use and the same aesthetic experiences are made available to millions of people; a machine for more quickly and more perfectly transporting commodities displaces former methods and our standards of diet are changed.

Though woman is a part of this social order, so largely fashioned by industrial life, her education is often a thing apart from subjects dealing with industrial activities. She may purchase and drive an automobile, yet her knowledge of this machine may not go beneath the finish on the car. She may be entirely ignorant of the operating principle of the internal combustion engine that powers it, of the precision work required in its construction, and of the industrial organization and the manufacturing processes that produced it. She may use various electrical appliances in

the home, yet never receive instruction in simple electric circuits, the principles of Ohm's law, the generation and distribution of electrical power, or the application of the principle of the loose carbon connection as used in the telephone transmitter. She may use perfumes distilled with alcohol but never learn the methods and processes involved in bringing the refuse of a sugar mill in Cuba to a manufacturing plant in the States where it is turned into alcohol. She may ride in a Pullman car but have no conception of how its truck was cast in one piece to make her journey safe. She may enjoy the use of textiles without knowing how wool, wood, cotton, and flax have been converted into beautiful fabrics. Last but not least, she may enter employment in a factory without any training that would be of value either for her initial position or for her upgrading.

Boys Too, Deficient

As a part of a defense mechanism for the present status quo relative to the lack of provisions in our public schools for instruction in industrial subjects for girls, it may be countered that boys, too, are very largely deficient in such knowledge and abilities as have been indicated. The writer would parry such a remark by pointing out that this article deals with girls only and that, moreover, it would not be fair to justify shortcomings in the education of girls by pointing out similar shortcomings for boys. *The implication, therefore, is that both boys and girls should be provided educational experiences that will help them to understand and to participate effectively in the social order in which they live and the factors which are most influential in producing that social order.*

Means, methods, and techniques to be included in educational provisions to meet the needs indicated above would be comprehensive. They would include not only manipulative practices in changing raw materials into commodities useful to man, but the acquisition of knowledge through demonstrations, observations, plant visits, assigned readings, organization for shop work, and scoring and competitive judging of industrial products—for which purpose pupils will have been adequately prepared through study and instruction conducted as a regular part of class and shop work. As different from the instruction given at the present time in connection with some of the social science subjects which are taught from textbooks by the recitation method, the kind of instruction here pointed out would be built around materials and processes, the concrete things which form the basis for industrial life and to which such in-

struction naturally belongs. Furthermore, the instruction would be given by teachers qualified by training and experience to approach instruction from the standpoint of materials and processes, including manipulation, that is, teachers of industrial arts and vocational industrial subjects.

Disappearing

A cursory glance at the fields in which woman is entering as a competitor of man shows that employment opportunities based upon sex differences are rapidly disappearing. This is a natural accompaniment of the general diminution of differences in most human activities classified according to sex. Of all our people who are gainfully employed, 22 percent are women. Women constitute about 14 percent of all persons gainfully employed in manufacturing and mechanical industries. If typewriters, billing and accounting machines, and machines used in household work are taken into consideration, it is probable that more women than men operate machines. It is estimated that about one-third of the drivers of automobiles are women.

With the coming of suffrage, women are more and more taking their places alongside of men in the professions—including engineering, business enterprises, and the ownership of property individually held. Studies have been made that indicate that more women are beneficiaries of wills than are men, that they constitute a considerable percentage of the investors in stocks and bonds and of the stockholders in some large corporations. In short, women are operators and owners of industries and the products of industries to a degree that demands a better education for the discharge of such responsibilities than is now provided them.

What classification can be made of educational objectives looking toward the adjustment of women to a social order in which industry is the dominant element is a question frequently asked. The answer must come from an analysis of the responsibilities which women are assuming and the activities they are carrying on. Exclusive of industrial arts offered in the grades as developmental experience in which pupils are given opportunity for self expression in concrete, material forms of media, an empirical reaction to the question suggests the following:

General Industrial Intelligence

The possession of general industrial intelligence necessary for the discharge of responsibilities incumbent upon the citizen and voter is
(Concluded on page 156)



THE VOCATIONAL SUMMARY



Safe-Driving Drive

Other cities could copy to their advantage the plan adopted in Wichita, Kans., of offering courses for drivers of both commercial and lay automobiles and trucks.

According to J. C. Woodin, supervisor of industrial education in Wichita, the program grew out of a discussion in the safety council of the local chamber of commerce.

Four classes for drivers are now in operation. Two of them meet in the evening and the other two from 10 to 12 o'clock in the morning, the latter being arranged to meet the schedules of the drivers. In all cases, classes for commercial drivers are held in the plant of the company whose drivers are enrolled in them. One concern has offered a cash prize to the driver who passes the best test when the course is completed.

The classes were started by Stanley Abercrombie, supervisor of the traffic clinic of the Wichita Police Department.

The safe-driving practice classes provide instruction in motor vehicles; streets and highways; causes of accidents; motor vehicle laws; habit as a protective device; defensive driving; courtesy in commercial vehicle operation; local accidents; the relation of engineering, education, and enforcement to the accident problem; and sound driving techniques.

The local chamber of commerce, the police department, and industries and business establishments operating vehicles have cooperated with the Wichita public schools in the safe-driving practice classes.

F. F. A. Get Loans

California members of the Future Farmers of America in need of small sums of money to be used in financing supervised farm practice enterprises and for similar purposes may now secure them. A commercial banking institution with a series of branches in all parts of the State has agreed to make character loans of amounts as high as \$40 merely on the signatures of these boys and with the approval of the vocational agriculture teacher who sponsors the F. F. A. chapter to which these boys belong. Loans of from \$40 to \$150, moreover, are made to boys with the guarantee of their parents. In neither case is a chattel mortgage taken. The loans are primarily character loans. "This plan," the California Department of Education states, "will strengthen the facilities of F. F. A. chapter loan funds and Federal farm credit agencies and will provide additional training for F. F. A. members in finance and contracts."

It Takes All Types

A department store credit manager and

fashion specialist, the personnel manager of a large mail-order house, a chain-store sales manager, a steel company traffic manager, and an advertising specialist were among those who presented instruction in evening classes for employees of retail and service establishments in Des Moines, Iowa, last fall.

Courses were offered in credit sales promotion and control; retail training for junior employees; salesmanship; merchandise styling; show-card and sign writing; and the application of current rates and tariffs to the distributive business.

Important is the fact that these courses were sponsored by the local Retail Merchants Bureau, retail grocers, the Meat Dealers' Association, the Retail Credit Men's Association, and the Des Moines Transportation Club.

The Acid Test

The acid test of a vocational school, according to Samuel E. Fleming, assistant superintendent of Seattle public schools, is the placement of students who complete its courses.

Pointing to the placement activities of the Thomas A. Edison Vocational School in Seattle, Wash., Mr. Fleming calls attention to the fact that 88 percent of those who graduated from the day trade department of the school in June 1937 had found regular employment by February 15, 1938.

Placements are made through the teachers in the school who cooperate with the Junior Employment and Counseling Service, a group composed of representatives of the Federal Employment Office and others interested in employment activities. Students placed by the Edison School are followed up in employment until their establishment in the employment is assured.

The Edison School, which was opened in 1930, "is now having the gratifying experience," according to Mr. Fleming, "of receiving calls for workers from former students who are in business for themselves."

The reasons assigned by Mr. Fleming for the school's success in placing graduates are as follows: (1) The number trained is limited to the number that can be absorbed in the trade; (2) students are chosen on a selective basis, thus eliminating many pupil personnel factors that would render placement difficult; (3) the school maintains intimate contact with industry through teachers and advisory committees; and (4) Edison graduates have "made the Edison trade-mark a stamp of superior quality."

Instead of training in any one industry, the Edison school believes in training for several industries. "Forty trainees in two industries

have a better chance for employment than do the 40 in one industry, providing, of course, equal care is used in selecting the industries. In passing, it might be pointed out that diversifying does not add to the cost of a vocational school. Only one class can be trained with one set of equipment if, as in Edison, pupils are given from 5 to 7 hours per day in shop practice. It costs no more to provide a set of equipment in some additional field than it costs to duplicate equipment. For example, 20 students could be trained as machinists and 20 as tailors at no greater cost than to train 40 as machinists."

Conference Method Suits Him

Buyers, department heads, and similar experts in business establishments in Oakland, Calif., are receiving training for teaching classes in merchandising, selling, and related subjects for those employed in retail houses.

To qualify as teachers, these buyers and department heads, each a specialist in his own field of merchandising, must have completed an extension course in teacher training offered by the California State Department of Education. Broadly speaking, this course, which was offered last spring, covered teaching methods in general but dealt more particularly with training for leading conferences in distributive education subjects.

The value of the conference method of teaching distributive occupations classes is emphasized by S. M. Blodgett, a member of the teacher-training group who conducts a class in "problems involved in merchandising men's and boys' wear." He says: "When I stray from the use of the conference method and try to emulate my college professors as a lecturer, interest noticeably lags. But when I swing into the conference method again, interest is stimulated and results are better. Invariably the best material developed during a class period comes from group thinking. And group thinking can be brought about most effectively through conference teaching."

Mrs. Helen Smith, teacher coordinator at the Merritt Business School in Oakland, is conducting the specialized teacher-training program for retail store department heads.

They Train Them and Place Them

There is a special division for girls in the Springfield (Mass.) Trade School. Courses given in the school are intended to fit girls for wage-earning occupations.

The course in foods and catering offers intensive training in menu planning, marketing, figuring food costs, handling money, meat and vegetable cookery, pastry cooking, decorating, hostess and waitress work. The type of

training provided in the dressmaking course is suggested in the statement to be found in the school prospectus that "a girl who takes dressmaking should have a knack for making clothes, a taste for color and artistic combinations, patience, perseverance, and a personality that will aid her in getting along with people. She should be swift with her needle, good in measurements, and have an eye for line and design."

Training is given in the Springfield school in power machine operating on five different types of machines and in essential trade knowledge, short cuts to garment construction, mass production, and speed.

Turning its attention to a much neglected field, the Springfield Trade School trains girls for vocational homemaking and provides for "try out" work in household service. Foods and clothing; and care of the home, including the fundamentals of cleaning, laundering, consumer purchasing, and artistic arrangement of rooms, are the principal subjects covered in this course.

Courses are offered in various factory occupations, in hygiene, related business practice, related art; and general related academic subjects, such as English, civics, arithmetic, science, economics, and music are also offered by the school.

The Springfield institution attempts to place girls who complete its courses in positions for which they are fitted and trained. Interesting is the statement of the school's requirement that every girl "be neat, courteous, orderly, and never forget to be a lady."

A Transformation

Something had to be done about it. The girls in the home economics department of the Hardee County High School, Wauchula, Fla., needed a living room-dining room. The only possibility open to them was to "rehabilitate" a storage room 26 by 13½ feet lined round the walls with blackboards, and containing three old tables, an old cabinet, kitchen utensils in need of repair, and a hall tree, and for hangings, towels and dish rags strung along a clothes line.

But the home economics class accepted the challenge. They took down the blackboards, substituting for them wall board and plaster. They painted the walls. They constructed a large-sized cabinet to hold dresses made in the sewing classes. They removed all unnecessary articles from the room. A small cabinet succumbed to varnish removers, cleaning, and sanding and emerged eventually as a magazine cabinet.

The hall tree was completely dismantled. Its mirror was removed and after some remodeling was hung separately on the wall; its stand was transformed into a seat or stand to be used by the girls in leveling their dresses in clothing classes; and the sideboards which formerly held the mirror were used for the sides and ends, and the long side posts, for the legs of a coffee table, constructed by deft



A storage room "rehabilitated" into a living room-dining room.

hands. A piece of plyboard was used for the top of the table and an old picture frame was pressed into duty as a serving tray.

A drop-leaf table, suitable for either dining room or living room use, a fern stand, a davenport, an auto chair, a barrel chair, wall bookcases, a rejuvenated lamp, and curtains and portieres made of burlap—all constructed by the home economics girls—completed the equipment.

No longer does this room present a picture of discouraging drabness. On the wall above the davenport is a beautiful hanging donated by a friend; and on the opposite wall a beautiful scene is depicted. Vases and books also adorn the room.

The projects planned and worked out by the Wauchula homemaking students in making the storage room into a living room-dining room were intended to give them experience in remodeling a room on a simple and economical basis, appropriate to the living scale of the homes represented by the students. It was fine practice for girls who had chosen as their home project home care and improvement.

Nurses Study Chemistry

Nurses enrolled in training courses in St. Mary's and William Newton Memorial Hospitals in Winfield, Kans., must present certain credits in chemistry before they are certificated as graduates of these courses. They are getting these credits in evening classes arranged for their benefit by the Winfield public schools.

According to Superintendent of Schools Evan E. Evans, it came about in this way: "Back in 1925," he says, "we found that our school could be of service to St. Mary's Hos-

pital by offering a course in chemistry meeting the hospital's requirements in its nurses' training course. This course is given by T. H. Vaughn. Since 1928 when the William Newton Memorial Hospital was built the nurses who are in training in the two institutions have taken this chemistry together in the public school.

"Twenty-two students were enrolled in Mr. Vaughn's classes for the fall period, which met in the chemistry department of the local school. Cost of instruction in these classes is borne by the State board for vocational education, and the place of meeting, materials, and equipment are furnished by the Winfield Board of Education."

Superintendent Evans calls attention to the fact that numerous other courses are being provided under the adult education program of the Winfield public schools. For instance, there is a course in dietetics for nurses. There are also courses in crops and soils, farm programs, cabinetmaking, showcard writing, crafts, salesmanship, and hygiene.

A number of the courses are financed by the State board for vocational education, others by the Winfield Board of Education only, and one course—hygiene—by the American National Red Cross.

Calling attention to the book review periods arranged as a part of the adult education program in Winfield, Superintendent Evans says: "These book review periods are free to the public and the average attendance at these review meetings is between 300 and 400."

C. M. ARTHUR





EDUCATORS' BULLETIN BOARD



New Books and Pamphlets

Vocations

Vocations in Short Stories, by Vera Eleanor Morgan. Chicago, American Library Association, 1938. 47 p. 50 cents.

Annotated list of short stories containing vocational material of interest to high school students.

Youth and the World's Work; vocational adjustment of youth in the modern world, by James H. Bedford. 1st ed. Los Angeles, Society for Occupational Research, Ltd., 1938. 140 p.

A study of the vocational interests, attitudes, and abilities of modern youth in comparison with the opportunities in the vocational world.

For the Library

Key to the Out-Of-Doors; a bibliography of nature books and materials, compiled by Richard James Hurley. New York, The H. W. Wilson Co., 1938. 256 p. \$2.50.

Lists books, magazines, pictures and lantern slides, nature devices and supplies.

Quotations for Special Occasions, by Maud Van Buren. New York, The H. W. Wilson Co., 1938. 201 p. \$2.50.

Approximately 100 quotations are given for each of 30 different occasions calling for special observance. In addition to the important Nation-wide holidays, among those included are: Conservation week, Flag day, Health week, Mother's day, Safety week, and Thrift week.

Health and Safety Education

Wanted, a Real Nurse, an "R. N." and Safe Nursing Care and Where to Ask For It are two folders prepared by the Nursing Information Service, 50 West 50th Street, New York City. Free.

Describes briefly the significance of the term "Registered Nurse" and suggests how to secure professional or other types of nursing services when needed.

Sportsmanlike Driving. Washington, D. C., American Automobile Association, 1938. 502 p. illus. \$2.50. (Discounts to members and educational institutions. Apply to publisher.)

Written and edited by specialists in traffic and in teaching. Material is presented in five units with suggestion for teaching.

For High Schools

Our Debt to the Pacific. A bibliography for high schools and junior colleges. San Francisco, Calif., Published by Department of the Pacific Area, Golden Gate International Exposition, 1938. 30 p. (Pacific House Bibliographies, I.) 5 cents, single copy.

The first of a series of bibliographies offered jointly by the administration of Pacific House and by the American Council of the Institute of Pacific Relations.

A Guide to the Discussion and Appreciation of Drums, a technicolor film of India. Prepared by Frederick Houk Law. Recommended by the Motion Picture Committee of the Department of Secondary Education of the National Education Association. New York, 1938. 15 p. (Photoplay Studies, Series of 1938.) 15 cents, single copy (From Educational and Recreational Guides, Inc., 1501 Broadway, Room 1418, New York, N. Y.).

A guide to the study of background and plot with suggestions for original writings and further reading in connection with "Drums."

SUSAN O. FUTTERER



Recent Theses

A list of the most recently received doctors' and masters' theses in education, which may be borrowed from the library of the Office of Education on interlibrary loan.

ANDERSON, DUANE H. A study of Wellsville union free school district no. 1 for program and building expansion. Master's, 1938. Cornell University. 171 p. ms.

BREININGER, HERMAN P. Comparison of the efficiency of an individual method and a group method in the teaching of ninth grade algebra. Master's, 1935. Pennsylvania State College. 50 p. ms.

DELANEY, HENRY O. Evaluation of the teacher retirement plan in Massachusetts. Master's, 1938. Boston University. 88 p. ms.

DWYER, MADELINE T. Character education through biography. Master's, 1938. Boston University. 102 p. ms.

ELWELL, CLARENCE E. Influence of the enlightenment on the Catholic theory of religious education in France, 1750-1850. Doctor's, 1938. Harvard University. 502 p. ms.

FLEMMING, ELIZABETH. Socio-economic background of high I Q and low I Q high school students. Master's, 1935. George Washington University. 28 p. ms.

FRENCH, WILLIAM C. Trends of topics in certain general courses in education as shown by popular textbooks. Doctor's, 1929. New York University. 194 p. ms.

FRIERSON, MARGUERITE S. Study of children's knowledge of current political and civic information. Master's, 1938. Boston University. 136 p. ms.

FRITS, CLAIR. Study of the change in civic attitudes and civic information as a criterion for teaching procedure. Master's, 1935. Pennsylvania State College. 36 p. ms.

GLEITZ, FLORENCE M. Supervision of education in the community: an analysis of significant cases in present practice. Doctor's, 1937. New York University. 271 p. ms.

GREGORY, MARY A. Emergence of secular education in France. Master's, 1935. George Washington University. 40 p. ms.

HOLLIS, ERNEST V. Philanthropic foundations and higher education. Doctor's, 1938. Teachers College, Columbia University. 365 p.

HORNER, RUTH. Study of a group of individuals failing in one or more courses in the College of liberal arts of Syracuse university during the year 1936-37. Master's, 1937. Syracuse University. 77 p. ms.

HUNT, WILLIAM F. Level of excellence for high school newspapers. Master's, 1934. New Jersey State Teachers College. 112 p. ms.

MILLER, J. ALBERT. Social adjustment of underage and overage high school students. Master's, 1938. George Washington University. 34 p. ms.

MORTON, MARY E. Study of the leisure time pursuits of a group of recent Syracuse university graduates. Master's, 1938. Syracuse University. 117 p. ms.

PALMER, LUTRELL F. Community-centered high school in Newport News, Va.: a proposal for its establishment and a program for its operation. Master's, 1936. Hampton Institute. 82 p. ms.

PORTER, RAYMOND W. Testing for counseling program of the Young men's Christian association for National youth administration members in Boston. Doctor's, 1937. Boston University. 215 p. ms.

RANKIN, FAY S. Religious attitudes of college students: a comparative study. Doctor's, 1937. George Peabody College for Teachers. 81 p.

RIPPLE, ALECK M. Study of school costs in Red Lake county, Minnesota, with a proposal for a large district with Plummer as a center. Master's, 1936. University of North Dakota. 101 p. ms.

ROCKETT, RICHARD H. Predicting pupil success in various subject matter fields by reference to teachers' marks. Master's, 1938. Boston University. 104 p. ms.

RUEGSEGER, VIRGIL R. Measuring the quality and the effectiveness of pupil transportation service. Doctor's, 1938. Cornell University. 105 p. ms.

SATHER, EMIL F. Financial survey of school districts in McLean county. Master's, 1936. University of North Dakota. 109 p. ms.

WALDO, DOROTHY. Development of the boarding school for girls in the state of Massachusetts. Doctor's, 1937. Harvard University. 404 p. ms.

WENZL, THEODORE C. A study of the out-of-school activities of pupils in grades six through eight and the social significance of these influences. Master's, 1936. New Jersey State Teachers College. 60 p. ms.

RUTH A. GRAY



A Notable Woman

February 15, 1939, marks the one-hundred and nineteenth birthday anniversary of Susan B. Anthony. Many teachers devote some period in that day to the life and work of this notable woman.

The following books are included in a comprehensive bibliography on distinguished American women:

HARPER, MRS. IDA (HUSTED). The Life and Work of Susan B. Anthony. Including public addresses, her own letters and many from her contemporaries during 50 years. A story of the evolution of the status of women. The Hollenbeck Press. Indianapolis. 3 vol.

HOWE, M. A. DEWOLFE. Causes and their Champions. Boston. Little, Brown & Co.

DORR, RHETA LOUISE (CHILD). Susan B. Anthony, the woman who changed the mind of a nation. New York. Frederick Stokes Co.

BOLTON, MRS. SARAH (Knowles). Lives of Girls Who Became Famous. Thomas Y. Crowell Co.

HORTON, EDITH. A Group of Famous Women. Stories of their Lives. Boston. New York. D. C. Heath & Co.

SHAW, ANNA HOWARD. The Story of a Pioneer. Chapters IX and X Harper and Brothers, New York.

Accrediting in Higher Education

by Ella B. Ratcliffe, Educational Assistant, Higher Education Division

★★★ There is a growing tendency for organizations representing the various professions to accredit the institutions training for their specialties. Three notable instances illustrative of this tendency have but recently occurred. During the past 3 years, associations of engineers, of forestry, and of theology have set up criteria for training in their respective fields and have issued lists of institutions which have been approved as equipped to offer training of an acceptable grade. Preliminary work on the standardization of nursing education also has been started by the National League of Nursing Education and although what has been done up to the present is tentative, it is not unlikely that the profession of nursing will soon join the ranks of those for which higher requirements have been established. Already—specifically since 1935—the collegiate schools of nursing have been united in an organization, the Association of Collegiate Schools of Nursing, membership in which is limited to schools, or departments, or divisions of nursing organized as constituent parts of accredited colleges or universities, and offering a basic professional curriculum in nursing leading to a degree. Other organizations which already have in effect some degree of standardization have under consideration the strengthening of their requirements to bring them up to present developments in their professions. Chief among these are the associations representing dentistry and architecture.

Accrediting in Engineering

In the engineering field, the subject of accreditation has been under consideration for more than a decade. The Society for the Promotion of Engineering Education has been the leader in the movement. The setting up of a requirement that would be adequate for all the fields of the profession was a real problem. Through the cooperation of the various groups composing the major fields of the profession, however, agreement was reached on a plan of accrediting. In 1932 the American Society of Civil Engineers, the American Institute of Mining and Metallurgical Engineers, the American Society of Mechanical Engineers, the American Institute of Electrical Engineers, and the American Institute of Chemical Engineers, together with the Society for the Promotion of Engineering Education and the National Council of State Boards of Engineering Examiners, agreed upon the formation of a body composed of representatives of these groups to be known as the Engineers' Council for Professional Development. The objective

of this body was the improvement of the status of the profession. As a means toward this objective its committee on engineering schools was authorized to formulate criteria for colleges of engineering and to inspect and accredit the curricula offered by the engineering colleges.

The committee first prepared a statement of principles as a basis for accrediting schools of engineering which it submitted to the council and its constituent member organizations. The plan of accrediting involved the approval of individual engineering curricula in each institution, and included both qualitative and quantitative criteria. After securing general approval of the plan the committee visited the institutions that desired inspection. Its visitations covered 2 years, from November 1935 to October 1, 1937, when the Engineers' Council for Professional Development issued its first list of schools offering accredited curricula in engineering. Altogether 16 fields of engineering were included in the curricula of the institutions contained in the council's first list.

Approval in Forestry

To afford a basis for the admission of graduates of schools of forestry to junior membership in the Society of American Foresters, that body in 1935 issued a list of approved institutions. The society is a professional organization whose senior membership is composed of professional foresters who have demonstrated competence in their field. By provision of its constitution, junior members of the society shall be graduates of schools of forestry approved by the council of the society, or they shall establish proof that they have a foundation for the pursuit of a professional career in forestry substantially equivalent to the training given in a school of forestry approved by the council.

The approved list was made up after a thorough study of the forestry schools, with particular reference to the factors affecting the efficiency of instruction in four basic fields of work—silviculture, forest management, forest utilization, and forest economics and policy. Rating was confined to these fields because the work in the several institutions differed so materially.

Fourteen schools of forestry were found to meet the criteria used by the society for the approval of schools. Six other schools, not at the time meeting all the requirements, were listed as partially approved. Since the list was issued in 1935, four other schools have brought up their standards sufficiently to be given full approval.

Theological Schools

At the meeting of the American Association of Theological Schools in 1936, a report was presented by its committee on accrediting institutions which set forth a statement of standards, largely qualitative, by which the association could be guided in accrediting theological schools, and recommended the appointment of a commission with authority to inspect and accredit such theological schools as desired to be considered for accrediting. The report was accepted by the association and inspection of institutions was carried on during the next 2 years. On June 30, 1938, the Commission on Accrediting Theological Seminaries and Theological Colleges issued its first list of accredited theological schools. Forty-six institutions (three in Canada), were included in the list. Only 11 of these received full recognition. The rest fell short of the standards in one or more particulars. The commission pointed out that it was not improbable that the deficiencies which prevented the full accrediting of some of the institutions would be removed in later reports.

Changes in Standards

For a number of years the Dental Educational Council of America maintained a classification of dental schools, but at its meeting on May 1, 1938, voted to discontinue the rating of dental schools because "in view of the many changes . . . in dental education, existing ratings of dental schools would not at the present carry adequate significance." A new body, the Council of Dental Education of the American Dental Association, which takes the place of the old Dental Educational Council dissolved at the 1938 meeting, hopes to start in the near future a resurvey of dental schools for the purpose of reclassifying them.

The Association of Collegiate Schools of Architecture feels a similar misgiving with reference to its present accredited (or membership) list, and is casting about for means and a suitable organization to carry on an investigation of architectural education.

What Tabulation Shows

The tabulation at the top of the next page shows the number of professional and technical schools and departments accredited, approved, or classified by their national profession organizations in 1938.

Standardization of colleges and universities has been going on for many years. Each year sees new institutions added to the accredited lists of the national and regional associations which accredit these institutions. But standards in general higher education are

| Accrediting organization | Number of schools or departments accredited |
|---|---|
| American Association of Colleges of Pharmacy | 55 |
| American Association of Collegiate Schools of Business | 50 |
| American Association of Schools and Departments of Journalism | 32 |
| American Association of Schools of Social Work | 32 |
| American Association of Theological Schools | 43 |
| American Bar Association | 98 |
| American Library Association | 27 |
| American Medical Association | 77 |
| American Osteopathic Association | 6 |
| Association of Collegiate Schools of Architecture | 32 |
| Engineers' Council for Professional Development | 107 |
| International Association of Boards of Examiners in Optometry | 8 |
| National Association of Schools of Music | 91 |
| Society of American Foresters | 18 |

changing also, as are the ideas concerning the principles and criteria which should govern the accrediting of higher institutions. Led by the North Central Association, there is a movement among the regional accrediting associations to liberalize their standards for accrediting, by substituting qualitative for quantitative requirements, and basing approval more upon the general effectiveness of the institutions in fulfilling the purposes and meeting the aims they have set for themselves. The new criteria of the North Central Association were put into effect in 1934. At its annual meeting in November 1937, the Middle States Association of Colleges and Secondary Schools approved revised standards following lines similar to those of the North Central Association, and the Southern Association of Colleges and Secondary Schools will take action at its next annual meeting on more liberal standards for accrediting by that association.

Accredited in 1938

The following numbers of colleges, junior colleges, and teacher-training institutions were accredited by national and regional accrediting associations in 1938:

| Accrediting organization | Universities and colleges | Junior colleges | Teacher-training institutions |
|---|---------------------------|-----------------|-------------------------------|
| Association of American Universities | 285 | | |
| Middle States Association of Colleges and Secondary Schools | 121 | 12 | 2 |
| New England Association of Colleges and Secondary Schools | 41 | 7 | |
| North Central Association of Colleges and Secondary Schools | 236 | 47 | (1) |
| Northwest Association of Secondary and Higher Schools | 55 | 14 | 9 |
| Southern Association of Colleges and Secondary Schools | 130 | 45 | (1) |
| Negro colleges | 38 | 8 | |
| American Association of Teachers Colleges | | | 157 |

¹The association includes teacher-training institutions in the list of universities and colleges.

State Agencies

Recent movements in accrediting higher institutions by State agencies have concerned chiefly junior colleges. In several States junior

colleges have been established by State law, and this introduction of a new type of institution into the State educational system has necessitated the setting up of standards for its operation. It has also required a statement by State universities of the conditions upon which the university will accept students on transfer from these public junior colleges.

Compilations of Standards and Lists

A compilation of the standards used by the national and regional associations and by State

universities and State departments of education in accrediting colleges, junior colleges, and teacher-training institutions has just been compiled by a member of the staff of the Office of Education. The compilation includes also lists of institutions accredited by each of these agencies, as well as lists of the institutions accredited by organizations representing the various types of professional education.

These compilations will be published in a revision of the bulletin on Accredited Higher Institutions (now in press) issued periodically by the Office of Education.



Education of Girls in an Industrial Society

(Concluded from page 151)

now as essential for women as for men. The part that industry plays in the determination of our social, economic, and political views is not to be underestimated in the formulation of a program of education for the adjustment of the individual to society. It is important that every citizen be intelligent as to new and better processes in the manufacture of commodities and the development and control of power for commercial purposes, as a basis for understanding their effect on social-economic problems. A knowledge of the operations performed by workers in the mechanical and building trades together with some understanding of the skills required for their execution, is necessary for an intelligent consideration of many problems affecting the public generally. Intelligence as to the organization of industries for the production of commodities and services in accordance with principles of economy and efficiency, is a condition for participation in any control of such industries. Some knowledge of the products of industry and the working conditions under which they are made is essential for an understanding of many labor questions. Last but not least it is important that the citizen, both woman and man, have a basic knowledge of industrial life that will serve as a foundation on which to build sound practices relative to group relationships. It is here proposed that this objective can be best realized through instruction closely related to work with common construction materials and tools, visits to industrial plants, and the study of the actual products of industry as may be carried on in school shops and laboratories.

User, Owner Values

Some indication has already been given of the extent to which women use machines. The modern home is equipped with the products of the factory and much of the

service work is carried on by means of mechanical and electrical appliances. The organization of present-day society and methods of living do not provide home experience that will serve to educate girls in the use of household equipment. For the development of such knowledge, which is held to be socially desirable, society is dependent upon the schools. For the schools to fail to develop instruction necessary for the selection, purchase, use, and maintenance of industrial products and services coming into the home is to deny to girls some valuable information. Outside of home equipment the ownership and operation of an automobile represent an outstanding need for educational training for the purchase and use of an industrial product. Then, too, the girl is entitled to instruction that will make her intelligent relative to plans for the construction of a home and the related knowledge necessary for the consummation of such plans. Finally, no theory of curriculum making based upon life activities should neglect to take into account the fact that women acquire industrial properties and that they are entitled to educational privileges that will upgrade them in the ownership and management of such properties.

Employment Values

In behalf of this objective, it should be pointed out that about one person out of every seven gainfully employed in the manufacturing and mechanical industries is a woman. Certainly no one will deny the right of an industrial worker to vocational industrial training that qualifies her for an initial job or for her upgrading, in order that she may earn her daily bread and at the same time render a social service. Today women are entering upon types of industrial work for which both pre-employment training and in-service training would be greatly to their advantage.

SCHOOL LIFE, February 1939



In Public Schools

Opportunities

Every home in Detroit, Mich., in which there are school children has received an illustrated copy of Superintendent Frank Cody's annual report of the Detroit schools. *Opportunities*, the title of a 16-page roto-gravure tabloid, reviews in pictures with explanatory text the work, services, membership, costs, and expenditures of the public schools of Detroit for the year 1937-38. The pictures call attention to practically every phase of the school work, as the three R's, the social studies, placement services, vocational education, clubs and hobbies, opportunities for the handicapped child, new aids to learning including the radio and motion pictures, the arts, health services, safety instruction, adult education, and other phases of the Detroit educational program.

Health Parade

At Knoxville, Tenn., an outstanding event each year is the annual Health Parade, when some 6,000 city school children wearing costumes of every color of the rainbow march down Gay Street through throngs of spectators, as reported in a recent issue of *News*

Items of that city. This is the parade of the Gold Star children. To become a Gold Star child, one must be checked on five health points, good hearing, throat, eyes, teeth, and nutrition. The parade is led by a police motorcycle escort, followed by members of the city council and of the school board. Then come the high-school bands and R. O. T. C. units, followed by the Gold Star pupils of each school, all wearing their costumes in school colors, demonstrating different health themes. The procession with its seven bands is over a mile long. Among the health themes portrayed in costumes are sunshine and fresh-air fairies, germ killers, health maypoles, and mosquito eradicators.

Making Register

The commission for study of crippled children, appointed by the mayor is making a complete register of every crippled child attending the public schools of the city of New York. Principals have been requested to help the commission to identify and register every crippled child attending regular classes in elementary, junior, senior, and vocational high schools. For the purpose of identifying a crippled person, the commission has defined a cripple as "an invalid under 21 years of age, who is so handicapped through congenital

or acquired defects in the use of his or her limbs or body musculature as to be unable to compete on terms of equality with a normal individual of the same age."

Community Relations

A committee on community relations has been appointed in Michigan. The committee was asked to assume responsibility for three areas of curriculum development: (a) inventorying the community for educational resources; (b) utilizing those resources in the educational process; and (c) surveying and improving the community.

Exchange Teachers

The schools of Seattle, Wash., are playing host to nine exchange teachers this year, according to the *Educational Bulletin* published in that city. The exchange teachers were selected as follows: from Madison, Wis., one teacher; from Schenectady, N. Y., two teachers; and from Providence, R. I., six teachers.

Visitors Employed

The general assembly of Pennsylvania has made it possible for every school district in the State to employ a home and school visitor, according to a recent issue of *Capitol News* published at Harrisburg. The 1937 legislature empowered the board of school directors to employ one or more persons to be known as home and school visitors, and any school district employing a visitor will be reimbursed by the State on the same basis as they are now reimbursed for elementary school teachers. During the school year of 1936-37 there were only 114 home and school visitors in Pennsylvania. Under section 1432 of act 478 it will be possible to place approximately 1,500 visitors in the school districts of the State.

W. S. DEFFENBAUGH



Cleveland Convention

The Sixty-ninth annual convention of the American Association of School Administrators will be held in Cleveland, Ohio, February 25 to March 2. An innovation this year, as announced by President John A. Sexson, is a new type of daily informal conferences.

The exhibit hall, immediately below the main arena of the Cleveland Public Auditorium, will be partitioned into eight conference rooms, which will include space for the display of materials essential to the subject to be discussed. Exhibits illustrating procedures in various parts of the United States will be on display at all times. The conferences will be held under the leadership of specialists in the respective fields.

The topics of these special conferences include *guidance and personnel*, in the preparation for which the Providence, R. I., public schools and the Office of Education will cooperate. The Pittsburgh public schools will arrange the exhibits and conferences on *safety education*; the Salt Lake City, Utah, public schools will be responsible for *vocational education and placement*; the Detroit public

schools will have charge of *curriculum problems for large cities*. *Curriculum problems in small cities* will be arranged by school officials from small communities; the Minneapolis public schools will display the exhibits on *tests and measurements*; the Educational Policies Commission will direct the conferences devoted to *planning and policy-making in education*; the headquarters staff of the American Association of School Administrators will conduct the conferences devoted to *records, superintendents' reports, and research service*.

These meetings will be carried on in the informal manner of clinics and will give all present an opportunity to raise questions and participate in the discussions.

The 1939 yearbook of the American Association of School Administrators deals with the subject, *Schools in Small Communities*. This yearbook which will be presented at one of the sessions, has been prepared under the direction of educators whose experience has familiarized them with problems of educating young people in small cities, villages, and open country neighborhoods.



In Colleges

Education Display

A visual example of just what the institutions of higher education in the State of California are attempting to do to equip their students for a sound, efficient citizenship is to be offered by the University of California at the forthcoming Golden Gate International Exposition. The display will be separate from the university's science display but, on a smaller scale, will be just as nearly complete. While the display material will be taken from the campus of the University at Berkeley for the most part, it will cover the educational phases of all of the universities in the State.

Chinese Students

The 1939 convention of the Chinese Students' Association of the South will be held at the University of Texas the latter part of next August. Homer Eng, one of seven Chinese students at the university, is president of the association.

The Chinese Students Association of the South was organized in 1937. Mr. Eng says that the association comprises a membership of 200 students who are studying at 50 colleges located in the Southern States. The purpose of the association is to unite into one cooperative group the Chinese students from China, and the American students of Chinese extraction, that they may facilitate better relations among themselves, their fellowmen of Chinese ancestry residing in the South and their American friends.

"Vagabonding"

A plan for encouraging wider student interest in a variety of fields of knowledge is being developed informally at Brown University through the cooperative efforts of the campus newspaper, and members of the faculty. The plan is known in undergraduate circles as "vagabonding"—dropping in to hear lectures and to watch laboratory demonstrations in courses in which students are not registered. It is proving popular with lower classmen and upper classmen alike, and has been endorsed by President Henry M. Wriston.

"Vagabonding" is especially frequent in courses related to the arts, humanities, and social studies, according to the survey. Editorially, the school paper points out that it is difficult for students to take all courses in which they are interested, but that "vagabonding can open new fields of knowledge and introduce you to professors you'd otherwise never meet . . . if you like, you go. It's a desert menu, except that there are no prices."

Cooperative Houses

It will cost students at the University of Texas an average of \$17 a month for room and board in student cooperative houses, according to statistics recently compiled at that institution. In the 13 units for men and 2 units for women more than \$25,000 in living expenses will be saved this school year, it was estimated. The addition of six houses for men this fall marked the first great increase in cooperative living at the university since the movement began in 1936. Over 300 students are taking part in the program.

Attack Job Problem

Their biggest problem at the end of their University of Iowa careers—that of securing jobs—will be attacked 6 months before graduation by some 75 senior students. As in 1938, a booklet of personal information about each of the seniors will be mailed to some 400 prospective employers throughout the Middle West. From the details printed, together with a picture of each man, the men in various

companies who give out the jobs will be able to judge the qualifications of the seniors in electrical, mechanical, civil, and chemical engineering.

This personnel service, done with the cooperation of the college of engineering and the students, was a great aid last spring in the placing of graduates.

Alumni Catalog Office

Recognized as one of the most efficient organizations of its kind, the University of Michigan alumni catalog office has the tremendous job of keeping track of the university's 92,000 living alumni. About 117,000 men and women have attended the university, and of this number the catalog office has been able to keep track of all but about 2 percent.

Social Welfare

Demand for competent social workers in public and private agencies, increased with the current emphasis upon social welfare as a function of government, has resulted in the development of a graduate professional curriculum at the University of Iowa. For the first time this curriculum in the division of social administration of the commerce college was placed on a 2-year graduate level. The major emphasis of the division is upon the preparation of students for professional social work.

Drama Loan Service

Distributing an average of 100 plays a week to Texas play-giving organizations is the drama loan service, a part of the division of extension of the University of Texas. Working to aid high-school dramatists, university drama clubs, and community theater groups all over the State, the loan service has more than 7,000 plays which it circulates upon request. Sixteen major publishing companies in the United States contribute the latest plays to the library of the loan service. The service is also equipped and ready to give information on stage equipment and stage direction.

WALTON C. JOHN



In Libraries

Survey of Research Facilities

Realizing that library resources are of little value unless their location is known, a group of southern librarians have recently made a thorough survey of the research material in that section. The results of their cooperative undertaking are now available in a printed report of 379 pages, entitled *Resources of Southern Libraries, a Survey of the Facilities for Research*, published by the American Library Association. As stated in the introduction, this work is the first attempt to survey all classes of library research material distributed over a large region. The descriptions and locations of library resources will prove useful

not only to the experienced research worker but also to the general reader in a special field. Among the various subject fields covered is that of education, with a concise but useful account given of the important research collections to be found in the South.

"Book Special"

With the demands for library service constantly growing, the Bexar County Free Library in Texas has been obliged to supplement its regular bookmobile service with a "book special," a coupe with special arrangements for book boxes in the baggage compartment. This small car has meant more economical and frequent book service to rural communities. As a result of the new schedule, a 100 percent increase in circulation was recorded, 14,604 volumes being read in October 1938 as compared with 7,318 in October 1937.

Objectives

Among the objectives set forth in the latest annual report of the Library Extension Board of the American Library Association are the following:

1. Development of State-wide systems of public libraries, organized in large units, with resources adequate for service throughout their areas.
2. Strengthening of State responsibility and leadership through State library agencies, grants for library development, and legislation adapted to modern conditions.
3. Federal aid to increase library opportunity in the States, to be administered by the State library agencies in such ways as to encourage State and local initiative and responsibility.

"Homemakers Bookshelf"

According to the *Kansas Library Bulletin*, the study groups in the active parent-education program now being carried on in that State are finding library facilities highly important in their work. Accurate up-to-date information is required constantly for the classes in child behavior, consumer education, nutrition, and home management. To meet this need, the traveling teachers provided by the State board for vocational education and the local chairmen have been working with their librarians to build up a "homemakers bookshelf," to be available to the members of the study groups and also to all parents in the community.

RALPH M. DUNBAR



In Other Government Agencies

National Park Service

By terms of a joint agreement between the National Park Service and the Forest Service,

protection and perpetuation of the "Appalachian Trailway" from Mount Katahdin, Maine, to Mount Oglethorpe, Ga., as a distinct type of regional area devoted to hiking and camping are assured. A protective strip will be established along 546 miles of the Appalachian Trail traversing eight national forests and 158 miles in two national parks. Location and marking of the entire route, which extends for 2,050 miles along the broken crestline of the Appalachian Range was completed in 1937.

A complete chain of campsites and shelter facilities located not more than a comfortable day's hike apart, along portions of the Appalachian Trail passing through areas under Government jurisdiction is the ultimate objective. The following sections of the Appalachian Trail are covered by the joint agreement:

| State | Area | Miles |
|-------------------------------|---|----------|
| New Hampshire..... | White Mountain National Forest. | 99 |
| Vermont..... | Green Mountain National Forest. | 55 |
| Virginia..... | Shenandoah National Park... George Washington National Forest. | 88 68 |
| Tennessee..... | Jefferson National Forest... | 85 |
| North Carolina..... | Cherokee National Forest... | 55 |
| North Carolina-Tennessee..... | Pisgah National Forest... | 45 |
| North Carolina..... | Great Smoky Mountains National Park. | 70 |
| North Carolina..... | Nantahala National Forest... | 54 |
| Georgia..... | Chattahoochee National Forest. | 85 |

Shelters similar to the one shown on this page, consisting of an open porch with fireplace for hikers' gatherings in moderate weather and a sleeping room with stove in which 12 hikers may be accommodated in double-deck bunks, will be provided by the National Park Service along the Appalachian Trail within Great Smoky Mountains National Park.

National Youth Administration

The National Youth Administration has been authorized to use portions of the Algiers Naval Station, New Orleans, and the Naval Ordnance plant at South Charlestown, W. Va., for the establishment of regional resident work centers in the expansion of its work program for out-of-school unemployed youth.

Equipment and facilities of these idle Government properties will be utilized in developing the NYA work experience program in mechanical and metal-work pursuits. Results obtained on the resident work project at Quoddy Village, Eastport, Maine, demonstrated the advisability of establishing resident centers in other parts of the country, particularly where necessary mechanical facilities are available.

More than 400 boys are employed at Quoddy Village, where for a 5-month period they receive work experience and related instruction in shop practice and mechanical occupations.

● In Illinois, a State-wide, 60-day campaign for the employment of NYA boys and girls was carried on by William J. Campbell, State



Hiker's cabin—Shenandoah National Park.

NYA Director. The campaign started October 1 and by November 10, 2,521 jobs had been secured.

Widespread publicity in newspapers and in radio announcements played an important part in the success of the drive, according to Mr. Campbell, as well as cooperation on the part of individuals, organizations, and communities.

MARGARET F. RYAN



The Land-Grant College

(Concluded from page 140)

Such a proposal as the one I have presented, involving cooperative research in the fields of collegiate instruction and teacher training, would do much to assure the Federal Government that its subsidies of \$5,000,000 per year for instruction and \$2,000,000 per year for teacher training are being used most advantageously. The proposal has the hearty endorsement of the United States Department of Agriculture. Some leaders in that Department feel, in fact, that the attack upon problems of instruction (including, of course, curricula, teaching procedures, and student personnel matters), is the most pressing need of the colleges today. It is hoped that as our policy is developed it will facilitate and extend the work so ably carried on by the Association of Land-Grant Colleges and Universities' committee on instruction with the aid of E. H. Shinn of the United States Department of Agriculture. I am eager to see the productive work of such committees multiplied manifold.

As the land-grant colleges have pioneered in many other phases of higher education, I hope they may see fit to pioneer in this one also. It is the earnest hope of those of us in

the Office of Education that we may always be helpful to you and never, in the slightest degree, a hindrance.



Visual Aids

(Concluded from page 142)

State higher institutions, shows gratifying progress in the provision of special courses concerned with the use of visual aids in the classroom. In at least two States—Pennsylvania and New Jersey—all State institutions of the type indicated offer such courses. In at least 14 States one or more institutions announce such courses. State universities and colleges other than those definitely established for the purpose of preparing teachers, offer courses in the use of visual aids in a number of States as do such private institutions as Teachers College, Columbia University, and New York University. In at least 17 States, State universities, generally through their extension divisions, maintain film services for the distribution and often for the preparation of educational films for a variety of purposes—including classroom use.

Much of the progress in mechanical equipment for using visual materials made since 1832 is, of course, very recent—within little more than a decade. It seems reasonable to expect that reductions in the cost of expensive equipment will follow increased use, and that increased use will come with the availability of more and better materials. The increasing interest of educational institutions, school systems and professional educators generally in the preparation, selection, and distribution of films and other projected materials designed to supplement and enrich the school program promises wider extension in the near future of the use of these newer types of visual aids.

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